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CURRICULUM SUBCOMMITTEE MINUTES

7 March 2019

A meeting of the Curriculum Subcommittee of the Educational Policies Committee was held on 7 March 2019 at 2:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Nicholas Morrison, Chair, Caine College of the Arts
Ed Reeve for Brian Warnick, College of Agriculture and Applied Sciences
Kathy Chudoba for Merideth Thompson, Jon M. Huntsman School of Business
Scott Hunsaker, Emma Eccles Jones College of Education and Human Services
Thomas Fronk, College of Engineering
Matt Sanders, College of Humanities and Social Sciences
Richard Mueller, College of Science
Michele Hillard, Secretary
Ed Reeve, Provost's Office
Geneva Harline, Graduate Council
Adam Gleed, Registrar's Office
Chenese Boyle, Program Coordinator
Erik Thalman, Catalog Editor
Frank Galey, Provost
Clint Pumphrey, University Libraries
Scott Henrie, USU Eastern

Absent: Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Kristin Hall, Graduate Senator
Allie Haas, Executive Vice President
Shana Geffeney, Regional Campuses

Visitors: Gary Straquadine, Vice Provost
Andy Walker, Department Head
Kristy Bloxham, Faculty
Jeannie Johnson, Assistant Professor
Briana Bowen, Program Coordinator
Nate Trauntvein, Faculty
Jeannie Thomas, Department Head
Rebecca Walton, Associate Professor
Bruce Miller, Department Head
Ryan Whitby, Professor
Eadric Bressel, Department Head
Harrison Kleiner, Associate Vice Provost

1. ***Approval of 7 February 2019 Minutes***
Motion to approve the minutes made by Thomas Fronk. Seconded by Matt Sanders. Minutes approved.
2. ***Program Proposals***
Request from the School of Applied Science, Technology, and Education in the College of Agriculture and Applied Sciences to [establish a Division of Career and Technical Education](#).
Motion to approve the proposal made by Scott Hunsaker. Seconded by Matt Sanders. Proposal approved.

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to [offer a BA/BS in Finance with emphases](#).

Motion to approve the proposal made by Kathy Chudoba. Seconded by Richard Mueller. Proposal approved pending revisions.

Depth Science listed before the Breadth. Change Emphases to Emphasis. Degree Map credits do not add up.

Request from the Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services to [offer an online BS degree in Technology, Design and Interaction](#). Change name to Human Experience Design and Interaction. Changes in credits. Change class titles. Budget was confusing. *Proposal withdrawn by Scott Hunsaker.*

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to [change the name from Parks and Recreation to Recreation Administration](#).

Motion to approve the proposal made by Scott Hunsaker. Seconded by Thomas Fronk. Proposal approved.

Request from the College of Humanities and Social Sciences to [offer an undergraduate Anticipatory Intelligence Minor](#).

Motion to approve the proposal made by Matt Sanders. Seconded by Kathy Chudoba. Proposal approved.

Request from the Department of English in the College of Humanities and Social Sciences to [change the name from English: Professional and Technical Writing Emphasis to English: Technical Communication and Rhetoric Emphasis](#). Add more information regarding the reason for adding the Rhetoric. Must be written in third person.

Motion to approve the proposal made by Matt Sanders. Seconded by Kathy Chudoba. Proposal approved pending revisions.

3. ***Semester Course Approval Reviews***
<https://usu.curriculog.com/>

1. APEC - 2010

2. ASTE - 6045

3. AV - 3505

4. CHEM - 3080

5. CHEM - 3090

6. CHEM - 4990

7. CHEM - 5640

8. CHEM - 5650

9. CMST - 4270

10. COMD - 4100

11. COMD - 6100

12. ECN - 2010

13. ECN - 5090

14. EDUC - 6570

15. ELED - 1010

16. ENVS - 6850

17. ENVS - 7850

18. FIN - 4300

19. HDFS - 4930

20. HDFS - 6045

21. HIST - 1060

22. HIST - 3240

23. ITLS - 1870

24. ITLS - 3110

25. ITLS - 3130

26. ITLS - 3210

27. ITLS - 3870

28. ITLS - 4130

29. JCOM - 2400

30. JCOM - 5400

31. LING - 6810

32. LING - 6820

33. LING - 6830

34. MATH - 0920

35. MATH - 0921

36. MATH - 0922

37. MATH - 0995

38. MATH - 2010

39. MATH - 2020

40. MATH - 2250

41. MATH - 4200

42. MATH - 4310

43. MATH - 4410

44. MATH - 5710

45. MGT - 6670

46. MUSC - 2920

47. MUSC - 3795

48. MUSC - 4920

49. NR - 6920

50. NR - 6940

51. PSC - 4550

52. PSY - 4930

53. PSY - 6560

54. RELS - 1070

55. WILD - 6920

College of Agriculture and Applied Sciences

Motion to approve the business of the College of Agriculture and Applied Sciences made by Ed Reeve. Seconded by Kathy Chudoba. Business approved.

ADVS =
APEC = 1
APPR =
ASTE = 2
LAEP =
NDFS =
OPDD =
PSC = 1

Caine College of the Arts

Motion to approve the business of the Caine College of the Arts made by Richard Mueller. Seconded by Geneva Harline. Business approved.

ART =
MUSC = 3
THEA =
CCA =

Jon M. Huntsman School of Business

Motion to approve the business of the Jon M. Huntsman School of Business made by Kathy Chudoba. Seconded by Richard Mueller. Business approved.

ACCT =
BUS =
ECN = 3
MGT = 1
MSLE =
MIS =

Emma Eccles Jones College of Education and Human Services

Motion to approve the business of the Emma Eccles Jones College of Education and Human Services made by Scott Hunsaker. Seconded by Richard Mueller. Business approved.

COMD = 2
EDUC = 1
HDFS = 2
KHS =
ITLS = 6
NURS =
PSY = 2
SPER =
TEAL = 1

College of Engineering

BENG =
CEE =
CS =
ECE =
EED =
MAE =
ENGR =

College of Humanities and Social Sciences

Motion to approve the business of the College of Humanities and Social Sciences made by Matt Sanders. Seconded by Richard Mueller. Business approved.

ENGL =

HIST = 3

JCOM = 2

LPCS = 4

POLS =

SSWA =

IELI =

CHSS =

WGS =

S.J. & Jessie E. Quinney College of Natural Resources

Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by Richard Mueller. Seconded by Geneva Harline. Business approved.

ENVS = 2

WATS =

WILD = 1

NR = 2

College of Science

Motion to approve the business of the College of Science made by Richard Mueller. Seconded by Scott Hunsaker. Business approved.

BIOL =

CHEM = 5

GEOL =

MATH = 11

PHYS =

PUBH =

SCI =

HONR =

ISTU =

UN –CAS =

USU =

4. *Other Business*

EPC/Curriculum Handbook

- ***Course Description Guidelines***

This began as a review of course descriptions. It is important to have one voice and keep it brief and concise. Looked at other institutions to see what they use. The catalog editor will go in and unify the language without changing the content.
Motion to approve made by Richard Mueller. Seconded by Matt Sanders. Approved.

- **Cross List | Dual List Courses**
Good to go for course changes.

- **Zero Credit Courses**

Propose that we steer away from zero credits if we have a different solution. Registrar will reach out to departments and help them come up another way to get this accomplished. Remove the examples. A zero credit course does not have the same academic structure and will not be graded. Zero credit courses will be included on the transcript.

*Motion to approve made by Geneva Harline. Seconded by Richard Mueller.
Approved.*

General Education Assessment – Harrison Kleiner

Harrison is the new Associate Vice Provost for General Education assessment. His first big task is to begin assessment. This came about from an issue during accreditation and the work and activity will begin in the fall. General Education is the biggest program on campus and crosses all colleges. Will be looking for assistance from the Associate Deans. He will be reaching out to 19 departments to talk about the assessment plan.

Adjourn: 3:00 pm

CURRICULUM SUBCOMMITTEE MINUTES

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Present: Nicholas Morrison, Chair, Caine College of the Arts
Brian Warnick, College of Agriculture and Applied Sciences
Merideth Thompson, Jon M. Huntsman School of Business
Scott Hunsaker, Emma Eccles Jones College of Education and Human Services
Thomas Fronk, College of Engineering
Matt Sanders, College of Humanities and Social Sciences
Greg Podgorski for Richard Mueller, College of Science
Michele Hillard, Secretary
Ed Reeve, Provost's Office
Geneva Harline, Graduate Council
Fran Hopkin, Registrar
Jessica Hansen for Chenese Boyle, Program Coordinator
Erik Thalman, Catalog Editor
Frank Galey, Provost
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Robert Heaton for Clint Pumphrey, University Libraries

Absent: Kristin Hall, Graduate Senator
Allie Haas, Executive Vice President
Shana Geffeney, Regional Campuses
Scott Henrie, USU Eastern

Visitors: Robert Spall, Department Head
Steven Folkman, Faculty
Mateja Savoie Roskos, Professional Practice Assistant Professor
Carma Miller, Department Head
Jeannie Johnson, Assistant Professor
Briana Bowen, Program Coordinator
Joel Pedersen, Department Head

1. ***Approval of 10 January 2019 Minutes***

Motion to approve the minutes made by Thomas Fronk. Seconded by Greg Podgorski. Minutes approved.

2. ***Program Proposals***

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to offer a [Minor in Hunger and Food Security Studies](#).
Motion to approve the proposal made by Brian Warnick. Seconded by Claudia Radel. Proposal approved.

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to [discontinue the Bachelor of Science degree in Nutrition, Dietetics and Food Sciences](#).

Motion to approve the proposal made by Brian Warnick. Seconded by Brian Warnick. Seconded by Greg Podgorski. Proposal approved.

Request from the Department of Kinesiology and Health Sciences in the Emma Eccles Jones College of Education and Human Services to [change Parks and Recreation program name to Recreation Management program](#).

Withdrawn until March. College of Natural Resources wants to have a discussion with the Department Head of Kinesiology and Health Sciences before this moves forward for committee review.

Request from the Department of Nursing and Health Science in the Emma Eccles Jones College of Education and Human Services to [offer an RN to BSN Completion Program](#).
Motion to approve the proposal made by Scott Hunsaker. Seconded by Geneva Harline. Proposal approved.

Request from the Department of Mechanical and Aerospace Engineering in the College of Engineering to [offer a Minor in Mechanical Engineering](#).
Motion to approve the proposal made by Greg Podgorski. Seconded by Thomas Fronk. Proposal approved.

Request from the College of Humanities and Social Sciences to [establish a Center for Anticipatory Intelligence](#).
Motion to approve the proposal made by Matt Sanders. Seconded by Brian Warnick. Proposal approved.

Request from the College of Humanities and Social Sciences to [offer an \(undergraduate\) Emphasis in Anticipatory Intelligence](#).
Motion to approve the proposal made by Matt Sanders. Seconded by Merideth Thompson. Motion to postpone until notification from USHE regarding their code language/interpretation made by Scott Hunsaker. Seconded by Brian Warnick. Postponed until USHE response is received.

Request from the Department of Geology in the College of Science to [change the department name from Geology to Earth Sciences](#).
Motion to approve the proposal made by Greg Podgorski. Seconded by Merideth Thompson. After discussions a vote was taken. Yay – 6; Nay -3 Proposal approved.

3. ***Semester Course Approval Reviews***
<https://usu.curriculog.com/>

1. ART - 4250

2. ART - 4270

3. AV - 2330

| |
|----------------|
| 4. AV - 2350 |
| 5. BENG - 3670 |
| 6. BIOL - 4500 |
| 7. CEE - 3670 |
| 8. CMST - 1010 |
| 9. CMST - 5950 |
| 10. CS - 2420 |
| 11. ECE - 2290 |
| 12. ECE - 3410 |
| 13. ECE - 3620 |
| 14. ECE - 3640 |
| 15. ECE - 3710 |
| 16. ECE - 3870 |
| 17. ECE - 5230 |
| 18. ECE - 5240 |
| 19. ECE - 5310 |
| 20. ECE - 5320 |
| 21. ECE - 5330 |
| 22. ECE - 5460 |
| 23. ECE - 5600 |
| 24. ECE - 5630 |
| 25. ECE - 5640 |
| 26. ECE - 5660 |
| 27. ECE - 5720 |
| 28. ECE - 6460 |
| 29. ECE - 7860 |

| |
|-----------------|
| 30. EDUC - 7610 |
| 31. HEAL - 1860 |
| 32. ID - 3740 |
| 33. KIN - 2000 |
| 34. KIN - ALLC |
| 35. LANG - 5950 |
| 36. MAE - 5320 |
| 37. MAE - 5330 |
| 38. MAE - 5530 |
| 39. NDFS - 4550 |
| 40. NDFS - 4560 |
| 41. NDFS - 4590 |
| 42. NDFS - 6210 |
| 43. NURS - 3215 |
| 44. NURS - 3220 |
| 45. NURS - 3225 |
| 46. NURS - 3230 |
| 47. NURS - 3240 |
| 48. NURS - 4010 |
| 49. NURS - 4015 |
| 50. NURS - 4020 |
| 51. NURS - 4025 |
| 52. NURS - 4210 |
| 53. NURS - 4215 |
| 54. PSC - 5530 |
| 55. PSC - 5550 |

| |
|-----------------------|
| 56. PSC - 6530 |
| 57. PSC - 6550 |
| 58. PSY - 7610 |
| 59. PSY - 7760 |
| 60. PSY - 7770 |
| 61. PSY - 7780 |
| 62. PSY - 7790 |
| 63. TEE - 2300 |

College of Agriculture and Applied Sciences

Motion to approve the business of the College of Agriculture and Applied Sciences made by Brian Warnick. Seconded by Greg Podgorski. Business approved.

ADVS =
APEC =
APPR =
ASTE = 3
LAEP =
NDFS = 4
OPDD =
PSC = 4

Caine College of the Arts

Motion to approve the business of the Caine College of the Arts made by Scott Hunsaker. Seconded by Geneva Harline. Business approved.

ART = 3
MUSC =
THEA =
CCA =

Jon M. Huntsman School of Business

ACCT =
BUS =
ECN =
MGT =
MSLE =
MIS =

Emma Eccles Jones College of Education and Human Services

Motion to approve the business of the Emma Eccles Jones College of Education and Human Services made by Scott Hunsaker. Seconded by Greg Podgorski. Business approved.

COMD =
EDUC = 1
HDFS =
KHS = 2

ITLS =
NURS = 12
PSY = 5
SPER =
TEAL =

College of Engineering

Motion to approve the business of the College of Engineering made by Thomas Fronk. Seconded by Scott Hunsaker. Business approved.

BENG = 1
CEE = 1
CS = 1
ECE = 19
EED =
MAE = 3
ENGR =

College of Humanities and Social Sciences

Motion to approve the business of the College of Humanities and Social Sciences made by Matt Sanders. Seconded by Brian Warnick. Business approved.

ENGL =
HIST =
JCOM =
LPCS = 3
POLS =
SSWA =
IELI =
CHSS =
WGS =

S.J. & Jessie E. Quinney College of Natural Resources

ENVS =
WATS =
WILD =
NR =

College of Science

Motion to approve the business of the College of Science made by Greg Podgorski. Seconded by Scott Hunsaker. Business approved.

BIOL = 1
CHEM =
GEOL =
MATH =
PHYS =
PUBH =
SCI =

HONR =
ISTU =
UN -CAS =
USU =

4. ***Other Business***

EPC/Curriculum Handbook

- [Course Description Guidelines](#)
- Cross List | Dual List Courses
- [Zero Credit Courses](#)

Other business will be moved to the March agenda due to time constraints.

Adjourn: 3:02 pm

Abbreviated R401 Signature Form

Institution Submitting Proposal

Utah State University

College, School or Division in
Which Program/Administrative
Unit Will Be Located

Agriculture and Applied Sciences

Department(s) or Area(s) in
Which Program/Administrative
Unit Will Be Located

Applied Science, Technology, & Education

Program/Administrative Unit Title

Division of Career & Technical Education

Recommended Classification of
Instructional Programs (CIP)

Not applicable. New CTE Division will have multiple CIPs. Too numerous to indicate

Certificate, and/or Degree(s)
to Be Awarded

Currently existing Certificates of Proficiency, Certificates of Completion, and Associates of Applied Science. See proposal for complete listing 25+ certificates and degrees. This proposal does not add new degrees/certificates.

Proposed Beginning Date

July 1, 2019

Institutional Signatures (as appropriate)

College Dean
Ken White

Department Chair
Bruce Miller

Career & Technical Education Director
Bruce Miller

Date

**Utah System of Higher Education
New Administrative Unit Proposal
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: Utah State University

Proposed Effective Date¹: 07/01/2019

Institutional Board of Trustees' Approval Date: _____

Proposed Unit Title: Career and Technical Education Division

Sponsoring School, College, or Division: College of Agriculture and Applied Sciences

Sponsoring Academic Department(s) or Unit(s): School of Applied Sciences, Technology, and Education (ASTE); Request Division Status

Proposed Unit Type:

| | |
|--|--|
| <input checked="checked" type="checkbox"/> | New Administrative Unit |
| <input type="checkbox"/> | New Center |
| <input type="checkbox"/> | New Institute |
| <input type="checkbox"/> | New Bureau |
| <input type="checkbox"/> | Conditional Three-Year Approval for New Center, Institute, or Bureau |

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Date: _____

☐ I understand that checking this box constitutes my legal signature.

¹ "Proposed Effective Date" refers to date after Regent approval when new unit is operational or change to unit is published.

New Unit Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to establish a **Division of Career and Technical Education** within in the School of Applied Science, Technology, and Education (ATSE) effective July 1, 2019. This proposal creates a distinct Division (aka. sub department) within the School. This Division will be focused upon providing career and technical education opportunities in Southeastern Utah and will be administered through the USU Eastern (Price) campus with an Associate Department Head from ASTE overseeing the day-to-day operations of the School's programs included in this Division. Fiscal management of the academic program responsibilities will remain within the School of Applied Science, Technology and Education (DPASTE).

Section II: Program Proposal

Administrative Unit Description/Rationale

The School of Applied Science, Technology and Education (referred to as the School or ASTE) in the College of Agriculture and Applied Sciences (CAAS) is one of the largest and most diverse academic units at Utah State University. The School has evolved from a traditional agriculture and extension education unit that began offering agricultural education courses for teachers and extension agents in 1919. In 1967, the department began offering certificates and associates of applied science degrees in agricultural machinery technology. The department expanded degree offerings in 1992 with the initiation of the agricultural systems technology BS degree and also officially changed its name to Agricultural Systems Technology and Education (ASTE).

With the addition of Family Consumer Science Education, Technology and Engineering Education, Business Education, and Aviation, the ASTE Department was elevated to a School in 2011. Today, the School of Applied Science, Technology, and Education has retained traditional roots to agriculture but has developed agricultural and environmental social sciences, technical skills, a commitment to the transfer of technology, and innovative programs, such as Outdoor Product Design and Development (OPDD). ASTE balances academic diversity with experiential learning for the resolution of social, economic, and environment issues in Utah and the world.

Currently, ASTE has 65 full-time faculty and approximately 35 full-time professional staff. ASTE has approximately 1,000 students majoring in 12 different BS-level disciplines. The graduate program enrolls approximately 40 students in four different program areas. Career and Technical Education (CTE) programs are a significant part of ASTE. The majority of CTE programs are outside Cache Valley and concentrated in southeast Utah. Twenty CTE programs are offered along a stackable credential route that starts with a Certificate of Proficiency (CP) and progresses to a Certificate of Completion (CC), and an Associates of Applied Science (AAS). The Utah System of Higher Education (USHE) defines a Certificate of Proficiency as a program of study that prepares students for a specific occupation and doesn't require, but may include,

general education courses. A Certificate of Proficiency requires 16 to 29 semester credits. According to USHE, the Certificate of Completion also prepares students for a specific occupation and doesn't require, but may include, general education courses; certificate requires 30 or more semester credits. A complete explanation of the two certificate areas can be found on page six of the USHE website: https://higheredutah.org/wp-content/uploads/2013/11/SBR-Policy-2013-07-19_R401-FINAL-V03.pdf More than 300 students are enrolled in the various CTE programs at Utah State University; the majority of these students reside in southeast Utah.

The School has faculty at USU campuses in Logan, Brigham City, Price, Blanding, Moab, and the Uintah Basin. While technology is beneficial in supervising the diverse faculty, on-site oversight is also needed. An associate head for the School located at the Price campus was implemented in July 2015 with the intended focus upon School faculty in CTE programs residing outside of Cache Valley. It is evident that the position has become a precursor to CTE sovereignty at USU.

The number of students, the distributed locations, and the expansive programs of study have made administration and leadership of the School of Applied Sciences, Technology, and Education challenging. Crossing disciplinary lines across the state has been both rewarding and perplexing. The introduction of stackable credentials in 2015 has pressed the need for administrative autonomy in classification and specialization of a CTE division with the School of Applied Sciences, Technology, and Education.

Justification for a separate division of CTE within the School is abundant; the need is urgent. Prior to 2008, the Southeast Applied Technology Center (SEATC) provided career and technical education for Carbon, Emery, Grand, and San Juan Counties. The SEATC was equivalent to other established applied technology colleges in Utah, such as Bridgerland, Ogden-Weber, Davis, Mountainland, Uintah Basin, Southwest, and Dixie. In 2008, the SEATC was merged with the College of Eastern Utah (CEU). With the merger, CEU converted the majority of career and technical education programs from membership hours to college credits. For example, the heavy equipment and trucking program changed from a 1,200-membership hour program to a 30-credit university program. At the time of the SEATC / CEU merger, the cost difference between the former and latter institutional systems was minimal.

However, with institutionalization of the career and technical education curriculum, access began to shrink. Soon the CEU application, admission, and enrollment procedures did not resemble the applied technology center's open enrollment practices. Applied technology programs (building trades and health professions) offered in the four-county area (Carbon, Emery, Grand, and San Juan) were also scaled back as resources remained constant and costs increased. Without a well-developed distance delivery system, the CEU model for career and technical education was unable to meet business and industry needs. While the Price and Blanding communities continued to benefit from SEATC programs, Grand County (Moab) and Emery County were mostly offering a career and technical education program in secondary schools. A differential deficit in CTE programs has been experienced in Grand and Emery

Counties. Resolution has been limited as CTE funding plateaued at USU Eastern the past 10-years.

Utah State University and CEU were merged in 2010 with passage of SB69. The merger resulted in USU Eastern located in Price and Blanding. Because of USU's success with regional campuses distributed throughout the state, the Utah legislature concluded that CEU, at Price and Blanding, needed a better administrative model. At that time (2010) CEU enrollments had dropped to 450 students with retention at 3 percent. Fall 2018 enrollment exceeded 1,500. CEU programs, faculty, and enrollments were equally divided between career and technical education and general education (humanities, arts, and science). However, program innovation was limited and alignment with community economic needs imperfect.

With the USU / CEU merger, all courses, programs of instruction, and faculty were reviewed and placed within a USU academic school or department. Whereas approximately one-half of the CEU programs were career and technical education based, with many corresponding closely to an applied technology college, the School of Applied Science, Technology, and Education received approximately 30 more faculty members in 2010 with addition of the Price and Blanding campuses.

The purpose of this R401 proposal is to seek validation and approval of the reorganization of the School of Applied Sciences, Technology, and Education into four distinct divisions with one division, Career and Technical Education, to be administered from the USU Eastern campus in Price, Utah. Specifically, this proposal only addresses the establishment of the CTE division.

To successfully carve out a division of career and technical education in the School of Applied Science, Technology, and Education, a new structure is needed. The School would need to be organized into four divisions, as follows. See Appendix A for visual representation.

- 1) a new division of career and technical education to capture all the certificate CTE credentials;
- 2) a highly structured BS level teacher preparation division to focus on producing school teachers for agriculture, business, family consumer science, and technology/engineering, in cooperation with Teacher Education and Leadership (TEAL) and College of Education and Human Services (CEHS);
- 3) a division of technology and design to focus BS level program in the areas of communications, aviation, technology systems, agricultural systems, and outdoor products; and
- 4) a graduate education concentrate for the MS, MEd, EdD, and PhD degrees in the areas of extension education, aviation, community and school-based education, career-technical education, and community development.

Details on the formation of the new division of career and technical education are discussed below. Approval of the proposal is foundational to proposed changes in CTE program design and industry partnership.

Consistency with Institutional Mission/Institutional Impact

The Utah State Board of Regents' Strategic Plan 2025 expects to increase capacity to serve 52,000 new students by 2025². To accomplish this goal, the Board of Regents is focusing on three key objectives: affordability, timely completion, and innovative discovery. Utah State University supports and has taken steps to advance the Board of Regents' plans. USU has expanded CTE programs at all regional campuses. USU has a greater array of CTE certificate and associates of applied science programs and uses advanced teaching techniques that take full advantage of technology based delivery modalities.

The next generation of higher education leaders and students will benefit from a “dual-mission” model³. This model has evolved in recent years with the merging of community-technical colleges and four-year universities. Utah State University was given the opportunity to perfect the dual-mission model with the 2010 merger of CEU and USU. The model focuses on intentionality and a drive to respect the dual roles of a university with certificates and two-year degrees that “stack” into four-year degrees. A dual-mission model, as evident at USU Eastern, results in greater relevance for higher education in rural communities. Technical education, industry aligned certifications, and applied associates of science degrees are expected in rural communities where place-bound students have access to innovative delivery modalities but are unable to physically move to urban based campuses.

Technical education has been elevated in recent years as a step in the pathways to career and academic success. Technical education is no longer a higher education “step-child” or a discouraging route to dead-end jobs. With implementation of the dual-mission model, Utah State University is ready to organize program delivery around occupational goals that serve the local, regional, and state economy, while providing students a passageway to greater skills and higher academic qualifications. The dual-mission model allows Utah State University (and specifically Utah State University Eastern) to optimize finite resources while delivering industry aligned training programs designed to sustain and grow the workforce.

Current School of Applied Sciences, Technology, and Education Structure

The School of Applied Sciences, Technology, and Education is currently organized within distinct disciplinary levels. There are 12 BS programs, 8 AAS programs, and 2 AS programs. The School is also home to 3 Certificates of Proficiency (CP), 7 Certificates of Completion (CC), and 1 Apprenticeship program. The expansive list has grown with addition of Family Consumer Science Education (2002) and the merger of CEU and USU programs (2010). More programs were added as Technology and Engineering Education and Aviation Technology transferred to

² See: <https://eric.ed.gov/?id=ED577060>

³ See: <https://www.chronicle.com/article/Video-How-One-Institution/237852>

ASTE in 2012. Outdoor Products Design and Development was initiated as a new program in 2014. Business Education was re-instated in 2016. Technology Systems was approved as a new BS in 2017.

Bachelor Degree Programs

Agribusiness (BS)
Agricultural Communication and Journalism (BS)
Agricultural Education (BS)
Agricultural Systems Technology (BS)
Agricultural Systems Technology/Agribusiness Composite (BS)
Aviation Technology - Maintenance Management (BS)
Aviation Technology - Professional Pilot: Fixed Wing Emphasis (BS)
Aviation Technology - Professional Pilot: Rotorcraft Emphasis (BS)
Business Education (BS)
Family and Consumer Sciences Education (BS)
Outdoor Product Design and Development (BS)
Technology and Engineering Education (BS)
Technology Systems (BS)

AS and AAS Degree Programs

Agricultural Science (AS)
Agricultural Machinery Technology (AAS)
Automotive Technology (AAS)
Business (AB)
Cosmetology (AAS)
Diesel and Heavy Equipment Mechanics (AAS)
General Technology (AAS)
IT Support and Web Development (AAS)
Small Business Operations (AAS)
Welding (AAS)

Certificates of Completion (33-36 credits)

Automotive Technology (CC)
Building Construction and Construction Management (CC)
Engineering Drafting and Design Technology (CC)
Heavy Equipment and Trucking (CC)
Machine Tool Technology (CC)
Professional Bookkeeper (CC)
Welding (CC)

Certificates of Proficiency (16-17 credits)

Digital Design (CP)
Professional Bookkeeping (CP)
Web Business (CP)

Apprenticeship Program (Division of Occupational and Profession Licensing administered)
Electrical Apprentice

New Program Career and Technical Education Structure

The new CTE division within ASTE would organize and administer well focused career and technical education. Programs that would fall within the Career and Technical Education division are filtered by the following criteria:

- 1) less than a BS degree and not an AS degree in general education; new division includes only AAS, Certificates, and Apprenticeship programs
- 2) programs identified as part of a career and technical education pathway independent of the current academic architecture – meaning programs beyond the College of Agriculture and Applied Sciences
- 3) programs that have been *Workforce Innovation and Opportunity Act* (WIOA) certified by the Department of Workforce Services (DWS) as workforce development
- 4) located off the USU Logan campus (typically in Price, Blanding, Moab, and the Uintah Basin)
- 5) programs and courses that are eligible for the lower division tuition currently enjoyed by students at USU Eastern

Using these simple criteria, the following programs will be assigned to the new Career and Technical Education division of the School of Applied Science, Technology, and Education:

AAS Degree Programs

Automotive Technology (AAS)

Cosmetology (AAS)

Diesel and Heavy Equipment Mechanics (AAS)

General Technology (AAS)

IT Support and Web Development (AAS)

Small Business Operations (AAS)

Welding (AAS)

Certificates of Completion (33-36 credits)

Automotive Technology (CC)

Building Construction and Construction Management (CC)

Engineering Drafting and Design Technology (CC)

Heavy Equipment and Trucking (CC)

Machine Tool Technology (CC)

Medical Assistant (CC)*⁴

Medical Lab Assistant (CC)*

Pharmacy Technician (CC)*

⁴ * Certificates in the Health Professions program to be transferred from the College of Education and Human Services to the division of Career and Technical Education in ASTE.

Professional Bookkeeper (CC)
Surgery Technician (CC)*
Welding (CC)
Certificates of Proficiency (16-17 credits)
Certified Nursing Assistant (CP)*
Digital Design (CP)
Emergency Medical Tech (CP)*
Phlebotomy (CP)*
Professional Bookkeeping (CP)
Web Business (CP)

Apprenticeship Program (Division of Occupational and Profession Licensing or other external licensure process)

Electrical Apprentice
Police Officer Standards Training (POST)**⁵

The assignment of faculty and staff to the new CTE division in the School of Applied Sciences, Technology, and Education has been reviewed. See Appendix B for a proposed list of faculty and professional staff, their current roles, DP (department) codes, and locations who would be assigned to the new Career and Technical Education division within the School of Applied Science, Technology, and Education. Appendix B demonstrates Utah State University CTE program scope and geographic distribution.

Appendix C provides approval from the two colleges that would move CTE-related programs to the new CTE division. A letter of approval can be found in Appendix C from Beth Foley, Dean of the College of Education and Human Services. An email chain with approval from Joseph Ward, Dean of the College of Humanities and Social Sciences, related to the POST program follows the letter from Dr. Foley.

Financial Considerations

Fundamentally, creation of a CTE division within the School of Applied Sciences, Technology, and Education can be implemented through internal accounting processes. Currently, the majority of the CTE budget is held at the USU Eastern campus in two legislative line item accounts that fund faculty, staff, and operating expenses throughout southeast Utah. USU Eastern holds the majority of funding in distinct legislative lines for credit-based career and technical education programs as well as noncredit workforce development intentions. No new funds are requested.

The proposed creation of a new CTE division in the School of Applied Science, Technology, and Education will not require new faculty and staff. Faculty and staff will be assigned to a new

⁵ ** POST program to be transferred from the College of Humanities and Social Sciences to the division of Career and Technical Education in ASTE.

division within the new administrative units. As Appendix B shows, the new CTE division would have approximately 33 faculty, 22 professional staff, and typically 10 to 12 part-time, non-benefited instructional staff. Creation of the new division will provide for CTE consolidation.

The majority of programs to be placed into a division of CTE are already in the School of Applied Sciences, Technology, and Education, as part of the College of Agriculture and Applied Sciences. The exception would be the seven health profession programs currently in the College of Education and Human Services (CEHS) and the Police Officer Standards Training (POST) program, currently in the College of Humanities and Social Sciences (CHSS). Please review Appendix A for a greater understanding of the division paradigm and the transfer of the health professions and POST programs. Discussion with the deans from CEHS and CHSS has been initiated with a favorable response to the proposed move. Dean Foley and Dean Ward are aware of the intention to establish a division of CTE within ASTE and the subsequent proposed reassignment of the health professions programs and POST.

No new facilities or equipment are anticipated in creation of a CTE division in the School of Applied Sciences, Technology, and Education. The division head will be appointed from within the CTE administration; no additional salary is requested.

CTE Faculty In-Put

Faculty currently serving in all CTE programs at USU Eastern (Price and Blanding) were surveyed in December, 2018, regarding their program and development of a stand-alone CTE division. Twenty-one CTE-related statements were developed and reviewed by CTE experts for content and face validity. Using Qualtrics and a six-point Likert scale, 34 of 37 faculty surveyed responded.

Appendix D displays the 21 questions and the summary data for all respondents. From the information gathered, the CTE faculty support the concept of a separate CTE division and the need for program consolidation. The survey also revealed areas to improve in the development of a distinct CTE division.

Faculty input was gathered in the development of a stand-alone CTE division. Besides the previously mentioned survey, a meeting of USU Eastern CTE faculty was held on December 17, 2018. The CTE faculty in attendance participated in a review of the idea to separate CTE from ASTE as a distinct division. Appendix E is the condensed version of the PowerPoint presentation used to direct discussion with the CTE faculty on December 17th. Faculty unable to attend the meeting were sent, by email, a copy of the presentation.

Appendix A

Proposed Model to Separate CTE into a Distinct Division within the School of Applied Sciences, Technology, and Education

APPENDIX A

**** School of Applied Science, Technology, and Education ****

**Bruce Miller, Chair
School of ASTE**

Four proposed divisions within the School of ASTE

CTE Division

All AAS, Certificates (CP & CC)
and DOPL licenses
Includes other CTE programs
Health Professions* and POST**

CTE Teacher Prep Division

Agricultural Educ
Family Consumer Science Educ
Technology/Engineering Educ
Business Educ

Technology & Design Division

Outdoor Products Design
Agricultural Systems
Agricultural Communications
Technology Systems
Aviation – Pilot and Maintenance

Extension Educ Division

Graduate Programs
All ASTE post-BS programs
Related to Extension,
Education, Aviation, and
Community Development
(MS, MEd, EdD, and PhD)

*Statewide programming
yet located in Price, UT*

*Align with TEAL in CEHS
BS-level programs*

*BS level programs
Articulated with CTE in Price*

*Graduate programs only
similar to ITLS in CEHS*

* Health Professions Programs from the College of Education and Human Services include:
Medical Assistant (MA) Certified Nurse Assistant (CNA)
Surgery Technician Pharmacy Technician
Medical Lab Assistant Phlebotomy

** POST
Police Officer Standards Training, current part of Criminal Justice (SSWA) in the College of Humanities and Social Sciences

Appendix B

List of Possible Faculty and Staff for CTE Division within ASTE

APPENDIX B

| Proposal CTE Division Faculty (33) | | | |
|---|---------------------|---|-----------------|
| DP | | | |
| Code | Position No. | Description / Title | Location |
| DPASTE | 995729 | Associate Professor - Diesel Technology | Price |
| DPASTE | 995712 | Associate Professor - Cosmetology | Price |
| DPASTE | 995728 | Associate Professor - Cosmetology | Price |
| DPASTE | 995660 | Associate Professor - Business Operation Systems | Price |
| DPASTE | 995663 | Associate Professor - Business Operation Systems | Blanding |
| DPASTE | 995713 | Associate Professor - Drafting and Design | Price |
| DPASTE | 995655 | Associate Professor - Heavy Equip & Trucking | Price |
| DPASTE | 995707 | PCTE Professor - Welding Technology | Price |
| DPASTE | 994771 | PCTE Professor ASTE - Associate Department Chair | Price |
| DPASTE | 995678 | PCTE Associate Professor - Business Operation Sys | Price |
| DPASTE | 995135 | PCTE Assistant Professor- Welding Technology | Price |
| DPASTE | 995696 | PCTE Assistant Professor- Heavy Equip & Trucking | Blanding |
| DPASTE | 995708 | PCTE Assistant Professor- Welding Technology | Price |
| DPASTE | 995666 | PCTE Instructor - Automotive Technology | Price |
| DPASTE | 995725 | PCTE Instructor - Heavy Equipment and Trucking | Price |
| DPASTE | 995653 | PCTE Instructor - Heavy Equipment and Trucking | Blanding |
| DPNURS | 994355 | Prof Practice Asst Professor - Health Professions | Moab |
| DPNURS | 995693 | Prof Practice Asst Professor - Health Professions | Blanding |
| DPNURS | 995690 | Prof Practice Asst Professor - Health Professions | Blanding |
| DPNURS | 995334 | Prof Practice Asst Professor - Health Professions | Blanding |
| DPNURS | 994809 | Prof Practice Asst Professor - Health Professions | Price |
| DPNURS | 995692 | Prof Practice Asst Professor - Health Professions | Blanding |
| DPNURS | 994770 | Prof Practice Asst Professor - Health Professions | Price |
| DPNURS | 994133 | Prof Practice Asst Professor - Health Professions | Blanding |
| DPASTE | 995639 | Prof Practice Instructor - Workforce Development | Price |
| DPASTE | 995718 | Prof Practice Instructor - Automotive Technology | Price |
| DPASTE | 995705 | Prof Practice Instructor - Building Trades | Moab |
| DPASTE | 994725 | Prof Practice Instructor - Building Trades | Blanding |
| DPASTE | 995664 | Prof Practice Instructor - Technology Education | Blanding |
| DPASTE | 995700 | Lecturer - Business Operation Systems | Blanding |
| DPASTE | 995698 | Lecturer - Business Operation Systems | Price |
| DPNURS | 995688 | Lecturer - Health Professions | Blanding |
| DPASTE | 998008 | Lecturer - Technology Education | Price |
| DPASTE | 995699 | Lecturer - Technology Education | Price |

| Professional Staff and Teaching Assistants (22) | | | |
|--|------------|--|-----------------|
| Position | | | |
| DP Code | No. | Description / Title | Location |
| DPZDWE | 995851 | Director - Workforce Development | Price |
| DPZDPT | 994060 | Pathways Program Coordinator III | Price |
| DPZDWE | 995143 | Business Consultant - Small Business Development | Price |
| DPZDPT | 995764 | Administrative Assistant - CTE | Price |
| DPZDWE | 995746 | Staff Assistant III - CTE | Blanding |
| DPZDWE | 995087 | Staff Assistant III - Health Professions | Blanding |
| DPZDWE | 995769 | Staff Assistant SR - Workforce Development | Price |
| DPZDPT | P05199 | Staff Assistant - Cosmetology - Price | Price |
| DPZDPT | P05199 | Staff Assistant - Cosmetology - Price | Price |
| DPZDWE | 995701 | Education Specialist - Mining Education | Price |
| DPZDWE | P05201 | Mining Instruction Assistant | Price |
| DPZDWE | P05201 | Office Assistant - Small Business Development | Price |
| DPZDWE | 995860 | Program Coordinator I | Price |
| DPZDPT | 994466 | Program Coordinator III | Price |
| DPZDWE | 994130 | Coordinator of Programs III | Price |
| DPZDWE | P05201 | Skills Classroom Assistant | Price |
| DPZDPT | P04199 | Automotive Lab Assistant | Price |
| DPZDPT | P05199 | Automotive Lab Assistant | Price |
| DPZJDE | P05210 | Phlebotomy Lab Assistant | Blanding |
| DPZDPT | 995344 | Heavy Equipment and Trucking Lab Assistant | Blanding |
| DPZDPT | P05199 | Diesel Lab Assistant | Price |
| DPZDPT | P05199 | Heavy Equipment & Trucking Lab Assistant | Price |

| Part-time, Non-benefited Instructors (11) | | | |
|--|------------|--|-----------------|
| Position | | | |
| DP Code | No. | Description / Title | Location |
| DPASTE | P07003 | Part-time, Non-benefited Electrical Apprentice | Price |
| DPASTE | P07003 | Part-time, Non-benefited Electrical Apprentice | Price |
| DPASTE | P07003 | Part-time, Non-benefited Cosmetology | Price |
| DPZDPT | P07003 | Part-time, Non-benefited Cosmetology | Price |
| DPASTE | P07003 | Part-time, Non-benefited Cosmetology | Price |
| DPASTE | P07003 | Part-time, Non-benefited Cosmetology | Price |
| DPASTE | P07003 | Part-time, Non-benefited Cosmetology | Price |
| DPNURS | P07236 | Part-time, Non-benefited Health Professions | Blanding |
| DPNURS | P02236 | Part-time, Non-benefited Health Professions | Blanding |
| DPASTE | P07003 | Part-time, Non-benefited EMT Program | Price |
| DPZDPT | P05199 | Health Professions State Skills Examiner | Price |

Appendix C

Letter and Email of Support to Move Programs to New Division

Letter from:

College of Education and Human Services, Beth Foley, Dean

Email from:

College of Humanities and Social Sciences, Joseph Ward, Dean



EMMA ECCLES JONES
COLLEGE of EDUCATION
and HUMAN SERVICES

UtahStateUniversity®

Office of the Dean

TO: Curriculum Committee – Emma Eccles Jones College of Education and Human Services

FROM: Beth Foley, Dean – College of Education and Human Services

DATE: December 14, 2018

SUBJ: Re-assignment of Health Professions Programs New CTE Division

I understand that a new division of career and technical education is being formed from within the School of Applied Sciences, Technology, and Education (ASTE) in the College of Agriculture and Applied Sciences (CAAS). The purpose of the new division would be to consolidate all USU certificate and associates of applied sciences programs. Currently, the majority of USU's certificate and associates of applied sciences programs are offered at the USU Eastern campuses (Price and Blanding) as well as select regional campuses.

It has been recommended that the certificate and applied sciences programs currently in the Department of Nursing and Health Professions be administratively moved to the new career and technical education division. All of these programs are part of USU's "*stackable credential*" design. I have discussed with President Cockett, Provost Gale, and Interim Chancellor Gary Straquadine the proposed move. I endorse the idea and wish to lend my support.

The six health profession programs that would be moved are:

- Certified Nursing Assistant - certificate
- Medical Assistant – certificate
- Medical Lab Technician – certificate
- Pharmacy Technician – certificate
- Phlebotomy - certificate
- Surgery Technician – associates of applied science

I believe this strategic move would allow for improved program design, delivery, and review. State and federal funding, as well as industry licensure, follow a more precise administration of career and technical education. Gathering all the career and technical education programs into one division makes sense.

Thank you for your review and support.

Beth E. Foley, Dean
Emma Eccles Jones College of Education and Human Services

From: Joseph Ward
To: Derrik Tollefson
Cc: Gary Straquadine
Subject: Re: New Career & Tech Educ Division - Need Your Support
Date: Wednesday, December 19, 2018 6:44:52 AM

I support this fully. We are, naturally, very interested in promoting the CJ emphasis within the four-year Sociology BS. I feel like we've already accomplished something today. Cheers,

Joe

Sent from my iPhone

On Dec 19, 2018, at 6:41 AM, Derrik Tollefson <derrik.tollefson@usu.edu> wrote:

Sounds good. Thanks,

Derrik Tollefson, MSW, PhD, LCSW
Professor & Dept Head
Sociology, Social Work, & Anthropology
Utah State University (435) 797-9296

On Dec 19, 2018, at 6:38 AM, Gary Straquadine gary.straquadine@usu.edu wrote:

Hi Derrik and Joe,

The faculty will remain with SSWA. The program will shift and become eligible for an improved tuition model, similar to UTECH. The program, as a stackable certificate, will be group in the CTE family. I have discussed with Scott Henrie at USU Eastern. We have all kinds of good ideas to expand the program. Thanks for the fast response.

Gary Straquadine

From: Derrik Tollefson
Sent: Wednesday, December 19, 2018 6:27:36 AM
To: Joseph Ward
Cc: Gary Straquadine
Subject: Re: New Career & Tech Educ Division - Need Your Support

This makes sense to me. I assume the change will not affect the CJ faculty's academic SSWA home base? Best,

Derrik Tollefson, MSW, PhD, LCSW
Professor & Dept Head
Sociology, Social Work, & Anthropology
Utah State University (435) 797-9296

.....

On Dec 18, 2018, at 10:32 PM, Joseph Ward joe.ward@usu.edu wrote:

Hi Gary,
I am copying Derrik to make sure he supports this before I go forward. Thanks,
Joe

.....

From: Gary Straquadine <gary.straquadine@usu.edu>
Date: Tuesday, December 18, 2018 at 10:09 PM
To: "Joe Ward <joe.ward@usu.edu>
Subject: New Career & Tech Educ Division – Need Your Support

Hello Joe Ward,
I have been preparing an R401 (abbreviated form) to carve out a division of career and technical education from the School of Applied Sciences, Technology, and Education (ASTE). The new sub-section of ASTE would bring together all USU certificate and associates of applied sciences programs. The majority of these programs reside at the USU Eastern campuses in Price and Blanding. However, we are requesting in the R401 that the Peace Officer Standards Training (POST) be administratively moved to the new career and technical education division.

The POST programs would continue to be part of USU's "stackable credential" design leading to the Associates in Criminal Justice and perhaps on to a bachelor's degree. We want to manage the POST program like many of our other career and technical education certificates. Currently, the POST program is offered at USU Eastern (Price and Blanding) with the potential to expand to other regional campuses.

I understand you are aware of our design and goal. In reviewing the draft R401 for the new career and technical education division with President Noelle Cockett, Provost Frank Galey, and Interim Vice Provost Ed Reeve, it was recommended I request from you a letter of support for this move. I have drafted a possible memo endorsing the move of the POST programs to a new career and technical education division. See attached.

I hope I have not over-stepped my role in preparing a draft letter; I am only hoping to save you time. With your input and improvements to the draft letter (I am still an ag major), I would have a clear sign of support from CHSS to place in the appendix of the R401. We believe this will help as the document defining a new career and technical education division moves through the college curriculum committee and eventually EPC.

Thank you for your support. Please call (435 613-5294) or email me with your questions or concerns. Everything is nice in Price.

Gary Straquadine
Interim Chancellor

CHSS Letter Supporting New CTE Division.docx

.....

Appendix D

Faculty Survey on the State of CTE at USU Eastern

| | CTE Program Implementation | Min | Max | Mean | Std Dev | Count |
|---|--|------------|------------|-------------|----------------|--------------|
| 1 | The facilities for my CTE program are safe and conducive to quality instruction. | 1 | 7 | 2.73 | 1.71 | 33 |
| 2 | A para-professional or teaching assistant to supervise CTE students in the classroom, lab, shop or for clinical experiences is a high priority for my program. | 1 | 7 | 3.35 | 2.22 | 34 |
| 3 | The teaching load for my CTE program is reasonable. | 1 | 7 | 2.44 | 1.66 | 34 |
| 4 | The teaching expectations for my CTE program are realistic. | 1 | 7 | 2.35 | 1.56 | 34 |
| 5 | I have too many course preparations for my CTE assignment. | 1 | 7 | 4.42 | 1.77 | 33 |
| 6 | Additional faculty are needed to fully implement the vision for my CTE program. | 1 | 7 | 3.36 | 1.77 | 33 |

| | CTE Program Validation | Min | Max | Mean | Std Dev | Count |
|---|--|------------|------------|-------------|----------------|--------------|
| 1 | My CTE program is meeting business and industry needs. | 1 | 7 | 2.45 | 1.71 | 33 |
| 2 | My CTE program is meeting state and national accreditation standards, if required. | 1 | 7 | 2.53 | 2.18 | 32 |
| 3 | My CTE advisory council meets at least two times per academic year. | 1 | 7 | 3.85 | 2.3 | 33 |
| 4 | My CTE advisory council operates with defined policies or bylaws, including the rotation of membership and council leadership. | 1 | 7 | 4.24 | 2.32 | 33 |

| | CTE Program Funding | Min | Max | Mean | Std Dev | Count |
|---|--|------------|------------|-------------|----------------|--------------|
| 1 | I believe I am provided with sufficient funding to purchase new and replacement CTE equipment. | 1 | 7 | 3.31 | 1.77 | 33 |
| 2 | I believe I am provided with sufficient funding to participate in professional development. | 1 | 7 | 2.67 | 1.49 | 33 |
| 3 | I understand how Carl Perkins funds are distributed for career and technical education at USU Eastern. | 1 | 7 | 3.91 | 1.75 | 33 |
| 4 | I am satisfied with the methodology used in the distribution of Carl Perkins funds. | 1 | 7 | 3.78 | 1.63 | 32 |

| | CTE Program Marketing and Recruitment | Min | Max | Mean | Std Dev | Count |
|---|---|------------|------------|-------------|----------------|--------------|
| 1 | I am highly satisfied with how my CTE program is promoted. | 1 | 7 | 4.24 | 1.63 | 33 |
| 2 | I am satisfied with the recruitment strategies used to attract student to my CTE program. | 2 | 7 | 4.52 | 1.54 | 33 |
| 3 | I have access to sufficient scholarship funds to attract and retain the best CTE students for my program. | 2 | 7 | 4.69 | 1.59 | 32 |

| | CTE Program Organization and Administration | Min | Max | Mean | Std Dev | Count |
|---|---|------------|------------|-------------|----------------|--------------|
| 1 | USU needs a stand-alone administrative presence to better plan, implement, and assess CTE programs. | 1 | 4 | 1.88 | 0.88 | 33 |
| 2 | Greater autonomy would advance my program's ability to deliver quality CTE programming. | 1 | 7 | 2.79 | 1.27 | 33 |
| 3 | An open-entry program of instruction would favor student success and completion of my CTE program. | 1 | 6 | 3.44 | 1.74 | 34 |
| 4 | My CTE program is a highly stackable, sequentially designed area of study that offers continuing education opportunities to all completers. | 1 | 7 | 2.67 | 1.7 | 33 |

Likert Scaling

1 = Strongly Agree

2 = Agree

3 = Somewhat Agree

4 = Somewhat Disagree

5 = Disagree

6 = Strongly Disagree

0 = Not applicable to my CTE program

Appendix E

**CTE Faculty and Staff PowerPoint Presentation
Introducing Changes to CTE Programs in Southeast Utah
December 17, 2018**

REINVENTING CAREER AND TECHNICAL EDUCATION

USU EASTERN – DECEMBER 17, 2018



RE- WORDS

Reinvention

Rediscovery

Renaissance

Restructured

Recovered

Renew

Re-boot

Re Do



HISTORY LESSON

In a 1948 speech to the House of Commons, Churchill said (paraphrased),

"Those who fail to learn from history are condemned to repeat it."

1994 - Southeast Applied Technology Center (four counties)

2008 - SEATC merges with CEU









2010 - CEU merges with USU



ALPHABET SOUP

- CE : concurrent enrollment
- CTE / PTE : career / professional and technical education
- CBE : competency based education
- PBA : project-based assessment
- PBL : project based learning (may also refer to problem-based learning)
- PLA : prior learning assessment
- SDL : self-directed learner
- STC : school to careers
- WBL : work-based learning
- WIOA : workforce innovation and opportunity act



| | | | | | |
|---|---|---|--|--|---|
|  | Bridgerland 1301 N 600 W Layton, UT 84041 435-793-6180 info |  | Davis 590 P 300 S Kayville, UT 84057 801-993-2500 info |  | Dixie 1506 E Silver Play St. George, UT 84730 435-679-6400 info |
|  | Mountainland 2201 W Ashford Blvd Layton, UT 84042 801-793-6282 info |  | Ogden 200 North Whiting Blvd Ogden, UT 84404 801-621-8200 info |  | Southwest 717 West 800 S Cedar City, UT 84720 435-889-0899 info |
|  | Tooele 38 S Tooele Blvd Tooele, UT 84074 435-248-1800 info |  | Utah Basin 400 N 2000 W Vernal, UT 84078 435-725-7100 info | | |

LIKE A UTECH

Workforce responsible

Industry responsive

High intensive, short duration training

Stackable, seamless, and with high ROI



A new tuition model for our students

A new funding model for our programs; alert, nimble, practical

With faculty incentives for high performance

DATA ANALYSIS: ESTIMATING INSTRUCTION COSTS

| Business: Associates in Business (AB) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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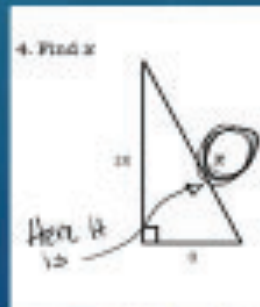
| Stripline | Student Credit Hours | Program Hours | First Year Students | Second Year Students | Total Membership Hours |
|---|----------------------|---------------|---------------------|----------------------|------------------------|
| Accounting (AA) | 53 | 315 | 15 | 35 | 1315 |
| Business (BB) | 53 | 435 | 5 | 4 | 315 |
| Criminology (AA) | 57 | 1350 | 25 | 27 | 2895 |
| Health (AA) | 55 | 515 | 55 | 17 | 1515 |
| General Technology (AA) | 52 | 350 | 2 | 2 | 150 |
| IT Support and Web Development (AA) | 57 | 505 | 5 | 5 | 355 |
| Legal Business Operations (AA) | 53 | 350 | 5 | 3 | 215 |
| Marketing (AA) | 57 | 530 | 25 | 27 | 2155 |
| Nursing AA RN completion only (similar to CC) | 45 | 550 | 0 | 25 | 1550 |
| Building Construction (CC) | 33 | 450 | 7 | 0 | 315 |
| Engineering, Draft, Design, Tech (CC) | 33 | 435 | 15 | 0 | 550 |
| Heavy Equipment & Trucking (CC) | 33 | 450 | 30 | 0 | 1350 |
| Marine Tech Technology (CC) | 33 | 510 | 12 | 0 | 550 |
| Medical Assistant (CC) | 38 | 510 | 5 | 0 | 230 |
| Medical Lab Assistant (CC) | 33 | 515 | 5 | 0 | 140 |
| Nursing LPN only (similar to CC) | 33 | 480 | 22 | 0 | 1050 |
| Pharmacy Technician (CC) | 35 | 545 | 5 | 0 | 305 |
| Professional Bookkeeper (CC) | 33 | 495 | 20 | 0 | 690 |
| Surgery Technician (CC) | 38 | 550 | 5 | 0 | 210 |
| Registered Nursing Assistant (CC) | 38 | 175 | 30 | 0 | 515 |
| Digital Design (CC) | 17 | 340 | 7 | 0 | 140 |
| Emergency Medical Technician (EMT) (CC) | 17 | 315 | 5 | 0 | 150 |
| Photography (CC) | 15 | 300 | 7 | 0 | 150 |
| Professional Bookkeeping (CC) | 15 | 350 | 15 | 0 | 350 |
| Web Business (CC) | 18 | 270 | 5 | 0 | 210 |
| Apprentice Electrician Program | 40 | 500 | 0 | 7 | 400 |
| Online Offshore Standards Training (POOFT) | 24 | 350 | 15 | 0 | 400 |
| | | | Membership Hours | | 157,230 |

ADMINISTRATIVE RESTRUCTURE – THE R-401

| Utah System of Higher Education New Administrative Unit Proposal County Signature Page – Administrative Institute | |
|---|---|
| Institution Submitting Request: | Utah State University |
| Proposed Effective Date: | 8/1/18, 8/1/19 |
| Institution/Board of Trustees' Approval Date: | |
| Proposed Unit Title: | Center and Technical Education Institute |
| Sponsoring School, College, or Division: | College of Agriculture and Applied Sciences |
| Sponsoring Academic Department(s) or unit(s): | School of Applied Sciences, Technology, and Education (SATE); Request/Division Status |
| Proposed Unit Type: | |
| <input type="checkbox"/> New Administrative Unit <input type="checkbox"/> New Center <input type="checkbox"/> New Institute <input type="checkbox"/> New Division <input type="checkbox"/> Conditional: Must first approval for New Center, Institute, or Division | |
| Chief Academic Officer (or Designated Signature): I, the Chief Academic Officer or Designate, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner. Date: _____ <input type="checkbox"/> I understand that checking this box constitutes my legal signature. | |

OUR TARGET: *STACKABLE CREDENTIALS*

- Currently, we have three levels of stackable credentials (R401.3.1)
 - Certificate of Completion (32 – 34 credits)
 - Certificate of Proficiency (16 – 18 credits)
 - Associates of Applied Science (60 – 63 credits)
- Develop more certificate programs
- Funding incentives for certified pathways programs
 - LEA are naïve and/or ill-prepared to deliver



A NEW PAIR OF GLASSES

- Spring Semester 2019
 - Utah Legislature meets January 28th to March 14th
 - Establish CTE Advisory Committee
 - CTE program review and design. Align with:
 - Industry standards
 - Employment needs
 - USU infrastructure (registration, financial aid, program funding, facilities, and faculty expertise)
 - More (nuance)
- Program discussions
 - CTE Qualtrics survey of December 12th is a start
 - Individual program meeting

ESCAPE THE GRAVITY OF THE KNOWN

- Denial is not a river in Egypt
 - Paradigm shift – beyond fine tuning
 - Pain before gain; not going to be easy or accomplished over night
 - Funding model will improve for students, program design, and faculty



TEAM CTE



- CTE certificate and applied associates degrees – statewide oversight
- President **Noelle Cockett** is engaged in the process
- Vice President **Dave Woolstenhulme** has leadership expertise
- ASTE Department Head **Bruce Miller** is ready for change
- Associate Department **Jamie Cano** is laser focused and able
- Director of Non-Credit and Workforce Development Programs **Ethan Migliori** will continue to lead
- Pathway and Perkins Funding program coordinator **Tyler Agner** is ready to design and assess

QUESTIONS, COMMENTS, AND TOPICS TO TWEET?

Thank you for being the future.



**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: Utah State University

Proposed or Current Program Title: BA/BS Degree in Finance

Sponsoring School, College, or Division: Huntsman School of Business

Sponsoring Academic Department(s) or Unit(s): Department of Economics and Finance

Classification of Instructional Program Code¹ :

Min/Max Credit Hours Required of Full Program: 69 / 75

Proposed Beginning Term²: Spring 2020

Institutional Board of Trustees' Approval Date:

| | | |
|--|--|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Certificate of Proficiency Certificate of Completion Minor Graduate Certificate K-12 Endorsement Program | <input type="checkbox"/> Entry-level CTE CP <input type="checkbox"/> Mid-level CP |
| <input checked="" type="checkbox"/> | NEW Emphasis for Regent-Approved Program <i>Current Program BOR Approval Date:</i> <i>Proposed Emphasis Title</i> Quantitative Finance <i>Credit Hours for NEW Emphasis Only:</i> 18 / 18 <div style="background-color: #cccccc; text-align: center; padding: 2px; margin-top: 5px;">Propose a NEW Emphasis</div> | |
| <input type="checkbox"/> | Out of Service Area Delivery Program | |

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

**Utah System of Higher Education
Program Description - Abbreviated Template**

Section I: The Request

Utah State University requests approval to offer the following Degree: BA/BS Degree in Finance with emphases effective Spring 2020. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

It is proposed that the existing BA/BS degree in Finance include an emphasis for Quantitative Finance. The objective of this emphasis will be to allow students to differentiate themselves within the broader finance curriculum.

The current degree in Finance requires 2 courses and then allows students to select from numerous electives to cater the degree toward their needs and the needs of employers. Having a separate Quantitative Finance emphasis will create a path that students can follow to differentiate themselves from other Finance majors.

The new emphasis will have 2 additional required courses and then allow students to select 6 elective courses from a subset of the broader finance electives.

Benefits of the proposed change will include (1) differentiated skill sets (2) positioning for employment opportunities (3) better coordination with career development staff (4) increased transparency for employers and prospective students.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

Graduates in Quantitative Finance have filled a variety of openings but tend to land in finance and mathematical related positions. Utah DWS lists the expected occupational demand for finance related positions at 3.5% and computer and mathematical positions at 4.4%. Utah DWS lists more than 2,000 expected annual openings in each of those areas. Forbes.com lists a Finance degree in the top 10 with respect to starting salary and quantitative finance positions generally pay more than non-quantitative positions.

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/.

The proposed change is consistent with USU's mission of providing a student centered experience that prepares them to serve the public. Students will be more effectively positioned to compete for employment opportunities and will be able to differentiate themselves from their peers. The program will be offered in the same areas as the existing degree program. No faculty or staff structures will be affected by the changes.

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

Since all of the courses within the proposed emphasis are already being offered, no additional resources are needed to implement the change.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

| | | | | | |
|--|-----------------------|----------------------|-----------------------|--|-------------------------|
| Can students complete this degree without emphases? <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No | | | | | |
| | | Course Number | NEW Course | Course Title | Credit Hours |
| General Education Courses (list specific courses if recommended for this program on Degree Map) | | | | | |
| General Education Credit Hour Sub-Total | | | | | |
| Required Courses | | | | | |
| <input type="radio"/> | <input type="radio"/> | ACCT 2010 | | Financial Accounting Principles | 3 |
| <input type="radio"/> | <input type="radio"/> | ACCT 2020 | | Managerial Accounting Principles | 3 |
| <input type="radio"/> | <input type="radio"/> | ECN 1500 | | Introduction to Economic Institutions | 3 |
| <input type="radio"/> | <input type="radio"/> | ECN 2010 | | Introduction to Microeconomics | 3 |
| <input type="radio"/> | <input type="radio"/> | FIN 3200 | | Financial Management | 3 |
| <input type="radio"/> | <input type="radio"/> | FIN 3400 | | Corporate Finance | 3 |
| <input type="radio"/> | <input type="radio"/> | MGT 1050 | | Foundations of Business Leadership | 3 |
| <input type="radio"/> | <input type="radio"/> | MGT 2050 | | Business Law | 2 |
| <input type="radio"/> | <input type="radio"/> | MGT 3700 | | Operations Management | 2 |
| <input type="radio"/> | <input type="radio"/> | MIS 2100 | | Principles of Management Information Systems | 3 |
| <input type="radio"/> | <input type="radio"/> | MIS 3200 | | Business Communication | 3 |
| <input type="radio"/> | <input type="radio"/> | MIS 3300 | | Big Data Analytics | 3 |
| <input type="radio"/> | <input type="radio"/> | MSLE 3500 | | Fundamentals of Marketing | 3 |
| <input type="radio"/> | <input type="radio"/> | MSLE 3800 | | Leadership | 2 |
| <input type="radio"/> | <input type="radio"/> | MSLE 3890 | | Systems Strategy and Problem Solving | 2 |
| <input type="radio"/> | <input type="radio"/> | STAT 2300 | | Business Statistics | 4 |
| Choose of the following courses: | | | | | |
| <input type="radio"/> | <input type="radio"/> | FIN 4410 | | Financial Institutions | 3 |
| <input type="radio"/> | <input type="radio"/> | FIN 4460 | | Investments | 3 |
| | | | | | |
| Required Course Credit Hour Sub-Total | | | | | 51 |
| Elective Courses | | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| | | | | | |
| Elective Credit Hour Sub-Total | | | | | |
| Core Curriculum Credit Hour Sub-Total | | | | | 51 |

| | Course Number | NEW Course | Course Title | Credit Hours |
|---|----------------------|------------|-------------------------------------|--------------|
| | Name of Emphasis: | | Quantitative Finance | |
| <input type="radio"/> + <input type="radio"/> - | ECN 4330 | | Introduction to Econometrics | 3 |
| Choose 1 of the following courses: | | | | |
| <input type="radio"/> + <input type="radio"/> - | ECN 3010 | | Managerial Economics | 3 |
| <input type="radio"/> + <input type="radio"/> - | ECN 4010 | | Intermediate Microeconomics | 3 |
| Choose 4 of the following courses: | | | | |
| <input type="radio"/> + <input type="radio"/> - | ECN 4310 | | Math Methods in Econ and Finance I | 3 |
| <input type="radio"/> + <input type="radio"/> - | ECN 5310 | | Math Methods in Econ and Finance II | 3 |
| <input type="radio"/> + <input type="radio"/> - | ECN 5600 | | Financial Economics | 3 |
| <input type="radio"/> + <input type="radio"/> - | FIN 4300 | | International Finance | 3 |
| <input type="radio"/> + <input type="radio"/> - | FIN 4450 | | Advanced Corporate Finance | 3 |
| <input type="radio"/> + <input type="radio"/> - | FIN 4480 | | Derivatives Markets | 3 |
| <input type="radio"/> + <input type="radio"/> - | FIN 5000 | | Advanced Investment Analysis | 3 |
| <input type="radio"/> + <input type="radio"/> - | FIN 5100 | | Financial Markets and Trading | 3 |
| <input type="radio"/> + <input type="radio"/> - | FIN 5300 | | Fixed Income | 3 |
| <input type="radio"/> + <input type="radio"/> - | FIN 5350 | | Financial Modeling | 3 |
| | | | | |
| Emphasis Credit Hour Sub-Total | | | | 18 |
| Total Number of Credits to Complete Program | | | | 69 |
| | Remove this emphasis | | | |

Propose a NEW Emphasis to an existing Regent approved program

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information, as needed.

The first set of 16 courses are the business school acumen required of all business students. The second set of 2 courses are the required courses for a finance major. The quantitative finance emphasis then has 2 more required courses ECN 4330 and (ECN 3010 or ECN 4010). Students then choose 4 of the 10 electives to complete the emphasis. The additional required courses and all of the electives are currently electives for a finance major.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below

| First Year Fall | Cr. Hr. | First Year Spring | Cr. Hr. |
|-------------------------------------|-----------|--|-----------|
| ENG 1010 Intro to Writing (CL1) | 3 | ENG 2010 Intro to Writing (CL1) | 3 |
| ECN 1500 Intro to Economics (BAI) | 3 | ECN 2010 Intro to Microeconomics (BSS) | 3 |
| MATH 1050 College Algebra (QL) | 4 | STAT 2300 Business Statistics (QL0) | 4 |
| ECN 1050 Economic History | 3 | Depth Life Sciences (DSC) | 3 |
| USU 1010 University Connections | 1 | Breadth Creative Arts (BCA) | 3 |
| Total | 14 | Total | 16 |
| Second Year Fall | Cr. Hr. | Second Year Spring | Cr. Hr. |
| Breadth Humanities (BHU) | 3 | Depth Humanities (DHA) | 3 |
| Breadth Physical Science (BPS) | 3 | Breadth Life Sciences (BLS) | 3 |
| ACCT 2010 Financial Accounting | 3 | FIN 3200 Financial Management | 3 |
| MIS 2100 Principles of MIS | 3 | ACCT 2020 Managerial Accounting | 3 |
| MGT 2050 Business Law | 2 | MIS 3200 Business Communication (CI) | 3 |
| Total | 14 | Total | 15 |
| Third Year Fall | Cr. Hr. | Third Year Spring | Cr. Hr. |
| FIN 3400 Corporate Finance | 3 | ECN 4330 Introduction to Econometrics | 3 |
| ECN 3010 Managerial Economics | 3 | MIS 3300 Big Data Analytics | 3 |
| FIN 4410 Financial Institutions | 3 | FIN 4460 Investments | 3 |
| Elective | 3 | Elective | 3 |
| Total | 12 | Total | 12 |
| Fourth Year Fall | Cr. Hr. | Fourth Year Spring | Cr. Hr. |
| MGT 3700 Operations Management | 3 | MSLE 3800 Leadership | 2 |
| MSLE 3500 Fundamentals of Marketing | 3 | Elective | 3 |
| Elective | 3 | Elective | 3 |
| Elective | 3 | Elective | 4 |
| Total | 12 | Total | 12 |

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Utah State University

Proposed Program Title: Bachelor of Science Degree in Technology, Design, and Interaction

Sponsoring School, College, or Division: Emma Eccles Jones College of Education and Human Services

Sponsoring Academic Department(s) or Unit(s): Department of Instructional Technology and Learning Sciences

Classification of Instructional Program Code¹ : 13.0501

Min/Max Credit Hours Required of Full Program: 120 / 120

Proposed Beginning Term²: Fall 2020

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

| | |
|--|---|
| <input type="checkbox"/> (AAS) | Associate of Applied Science Degree |
| <input type="checkbox"/> (AA) | Associate of Arts Degree |
| <input type="checkbox"/> (AS) | Associate of Science Degree |
| <input type="checkbox"/> | Specialized Associate Degree (specify award type ³ :) |
| <input type="checkbox"/> | Other (specify award type ³ :) |
| <input type="checkbox"/> (BA) | Bachelor of Arts Degree |
| <input checked="" type="checkbox"/> (BS) | Bachelor of Science Degree |
| <input type="checkbox"/> | Specialized Bachelor Degree (specify award type ³ :) |
| <input type="checkbox"/> | Other (specify award type ³ :) |
| <input type="checkbox"/> (MA) | Master of Arts Degree |
| <input type="checkbox"/> (MS) | Master of Science Degree |
| <input type="checkbox"/> | Specialized Master Degree (specify award type ³ :) |
| <input type="checkbox"/> | Other (specify award type ³ :) |
| <input type="checkbox"/> | Doctoral Degree (specify award type ³ :) |
| <input type="checkbox"/> | K-12 School Personnel Program |
| <input type="checkbox"/> | Out of Service Area Delivery Program |
| <input type="checkbox"/> | Out of Mission Program |
| <input type="checkbox"/> | NEW Profess. School |

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date:

☐ I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science Degree in Technology, Design, and Interaction effective Fall 2020. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Department of Instructional Technology and Learning Sciences (ITLS) at Utah State University (USU) is proposing an **on-line** Bachelor's of Science (BS) degree in Technology, Design, and Interaction. This degree is a standalone degree, but also can be stacked onto the existing Associates of Science degree in general studies.

The degree will have five concentration areas: (1) Human Centered Design, (2) Information and Media Literacy, (3) Project Management, (4) Multimedia Development, and (5) Data Visualization and Analysis. Students will also choose two interdisciplinary strands from among the following options: Culturally Responsive Design, New Venture Management, Product Design, Marketing, Game Studies, Multimedia Development, and Technical Communications.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policy312) or, for "out of mission" program requests, the rationale for the request.

The mission of Utah State University is "to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery and engagement" (<https://www.usu.edu/about/>).

The new Bachelor's of Science degree in Technology, Design, and Interaction addresses USU's mission by:

- Serving Utah learners through:
 - o Providing the opportunity to gain entry into high paying and enjoyable jobs for which growth in Utah is very strong and among the highest in the USA: Web Development, Training and Development, Project Management, Multi-media and eLearning Development, UX/UI Design, and Game Design.
 - o Being student-centered: Students can complete coursework completely online.
 - o Inviting students to gain rich industry experience through internships and authentic projects
- Serving Utah industry
 - o Addressing shortages in the technology and human centered design fields. This in turn empowers Utah businesses to stay in and expand within Utah.
 - o Forming new partnerships that can lead to improved practice in the technology sector.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

A needs assessment was conducted involving a newly established advisory board in the Department of Instructional Technology and Learning Sciences and included leaders in the education, corporate, and military sectors of the technology and training industry in Utah and elsewhere in the USA. This advisory board includes: training managers and directors, Higher Education administrators, corporate hiring managers, technology education specialists, product and project management directors, and human centered design professionals. Alumni of the department's

current programs were also consulted to shed light on current demands and changes in the field of educational technology. In addition, job postings were evaluated to determine desired skills, experience levels, and educational requirements for current in-demand jobs.

This needs assessment which included individual interviews, group discussions, and surveys provided a preliminary indication of a need for an undergraduate program that combines human centered design, technology, learning development, and user experience (UX) design. In interviews, the corporate and non-profit hiring managers noted that when they want to hire a digital media or UX designer, a product manager, or instructional developer they need to either hire someone with a bachelor's degree from another field (e.g., psychology, graphic design, computer science) or someone with a Master's degree in instructional technology or related field who may not be familiar with business settings. Either way, many resources need to be deployed to organizational efforts before the new employee can contribute to organizational results that can then lead to positive outcomes for the organization.

Skilled workers are needed who have the ability to interface with software engineers, graphic designers, and consumers. Our rapidly advancing technology fields need students prepared to handle the problem solving and creative design challenges that have been created by our digital world and yet understand how to design with the consumer in mind. With a focused skill-set, this bachelors program is created to meet those rapidly changing needs as there is not another single program to address these various areas of expertise.

Desired skills identified by the department's needs assessment include: human centered design, basic coding and internet development skills, data analysis and visualization literacy, information and media literacy, media development, project management, and technical communications. The technology field is currently being impacted by the lack of employees with even a few of these specific skills, let alone all of them. In addition, many of the current job requests only require a bachelor's degree to obtain these jobs.

Another deficit that department's needs assessment uncovered was the ability for individuals with subject matter expertise to advance their education in order to grow in their career. By giving these individuals additional skills in human centered design and technology we allow them to better develop products and/or training in their field. These additional skills will make the individual more capable of advancement.

As an example, Discover Card has thousands of employees all over the world. One of their fundamental goals is to advance their employees from entry level positions, such as telephone agents, to full career jobs. They would also like to better equip their more advanced employees to succeed in technology focused areas. They are willing to pay for their employees to further their educations but need a program that will allow employees a flexible experience, as well as give them the desired skills to function in human centered design and technology areas.

This is but one example of many opportunities for training and retraining in the field of technology that is in high demand. There is value for anyone with any subject matter expertise to better understand human centered design and how it can affect positive change in training, development, production, and process management. With the continued growth of technology fields, additional skilled labor is in high demand with no foreseeable slowdown.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The current department advisory board consists of leaders in the education, corporate, and military sectors of the technology and training industry in Utah and elsewhere in the USA. Their companies/organizations have many high paying jobs, and want to add more right here in Utah, but to do so, they need to have access to a strong talent base. They have confirmed the strong need for a bachelor's degree program in human centered design and technology that serves the people of Utah.

Graduates of the proposed Bachelor of Science Degree in the Technology, Design, and Interaction program would be prepared to enter the workforce as a Web Developer, Training and Development Manager, Project Manager, Multi-media and eLearning Developer, UX/UI Designer, and Game Designer. According to the U. S. Department of Labor, Employment, and Training Administration (2017), the projected growth rates in Utah for these professions from 2014-2024 are strong: 55% for web developers (fastest growth rate in USA for profession); 33% for training and development specialists (fastest growth rate in USA for profession); 32% for training and development managers (fastest growth rate in USA for profession); 33% for UX/UI

Developers(2nd fastest growth rate in USA for profession); 27% for instructional coordinators (3rd fastest growth rate in USA for profession). Projections for annual openings in these careers in Utah are strong: 140 annual openings for web developers (median salary = \$67,990); 230 annual openings for training and development specialist (median salary = \$60,360); 20 annual openings for training and development manager (median salary = \$108,250); 110 annual openings for UX/UI Developers (median salary = \$85,880); 50 annual openings for instructional coordinator (median salary = \$63,750) (Utah Department of Workforce Services, 2018). In the three professions for which the projected growth rate in Utah is the fastest in the USA - web developer, training and development specialist, training and development manager - the majority of jobs only require a bachelor's degree. In short, there is a very strong need for bachelor's level hires with expertise in human centered design and technology interactions, and there are currently no bachelor's programs in the intermountain region in this field.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Within the USA, there are currently few opportunities for bachelor's level students to learn how to use technology paired with human centered design, to solve problems in an ever changing job market. Within the intermountain region, there are none. The current pathway to enter the technology and human centered design profession most often involves obtaining a master's degree or other post-bachelor's level education. But only 18.4% of bachelor's degree graduates from 2007-2008 pursued additional study within the four years after graduation (National Center for Education Statistics, 2014). With the employment instability that often characterizes the first few years after graduation, this is not surprising. Still, there are many well-paying job opportunities in the technology and human centered design field that go unfilled in Utah, and most only require a bachelor's degree.

While not all bachelor's level students actively consider employment when choosing a major, many do (Beggs, Bantham, & Taylor, 2008). The well-paying jobs in the technology field are growing at a very rapid pace within Utah.

When current Utah State University ITLS alumni were consulted about the program they expressed the need in the industry for this type of curriculum and asked to be kept up to date so they could refer students. Furthermore, Discover Financial Services (i.e., a large American financial services company) has expressed interest in paying for its employees to take courses from the department's program as well as obtain full degrees in both the department's proposed bachelors program as well as Master's program.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

BYU officially began a Design Thinking Minor in fall of 2018. It is the most closely aligned academic offering compared to the department's proposed Bachelor's degree from either a USHE or in this case a non-USHE institution. BYU students draw from 30 classes in a minor that is truly interdisciplinary, involving the close collaboration of four different academic programs with Instructional Psychology and Technology as the academic lead. Some of BYU's classes are offered online but there is not currently a push to offer the whole minor that way. USU's program is also interdisciplinary, pulling emphasis areas from across campus, culminating in a Bachelor's degree that is exclusively online. The IPT department head described USU's Bachelor's degree proposal as "truly visionary" and predicted it "will be a trend-setter in our field" - Charles Graham, BYU IPT.

The University of Utah (UofU) offers both a Minor in Games and a Bachelor of Science in Games through Entertainment Arts & Engineering (EAE) as well as a BS in Computer Science with an EAE emphasis. Their academic programs are currently growing and not yet at capacity. These programs overlap with the emphasis area in Game Studies. UofU curriculum prepares students for careers in the professional games industry and closely related fields as well as game based learning for K-12 and edutainment purposes. Design is a key feature of several classes, including "Ethics & Games" and "Introduction to Design."

Students who are interested can focus on game design or devote more of their program to game development. The game studies emphasis is not intended to prepare students for the professional games industry but focuses instead on game based learning, including eSports, educational game design, and educational game development. The overall Bachelor's degree has a broader focus on design than gaming including learning design, human centered design, universal design, and UI/UX design all of which are broadly applied. UI/UX design is also part of existing UofU programs with a contextual focus on game design and development. Finally, the game studies emphasis area classes, will only be available face to face in Logan. USU will be drawing from students who have committed to USU for other reasons, such as our Bachelor's degree. While EAE manages eSports at UofU it is an activity that is independent from their academic programs. Thus, another unique feature of the game studies emphasis is integration with eSports and two academic class offerings. The Department of Instructional Technology and Learning Sciences does intend in the long term to grow this emphasis area into a minor in game studies, although that is not part of the current proposal.

While not one of the USHE institutions, regional offerings in the form of certificates from Bridgerland, Davis, Mountainland, and Ogeden-Weber Technical colleges will provide mutual benefit in the form of a stackable credential model. Students will be able to count their certificates towards an Associate level degree at USU and then complete the remaining two years of their Bachelor's in TDI. In the words of Mountainland Technical College's president Clay Christensen, "This pathway will create a crucial career pathway from MTECH programs into a field that is currently in need around the state and will only grow exponentially going forward."

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Although no identical programs are available at other USHE Institutions, efforts are currently being made to contact each institution to determine impact, if any.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

A program advisory committee with industry leaders primarily from Utah but also from other USA states has provided input to the development of the proposed program and approve the submitted version.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

The proposed program aligns with the standards and number of credits of other programs granting the Bachelors of Science degree at USU. Upon graduation a student will have earned a minimum of 120 credits including general education, University Studies and major courses.

Admission Requirements

List admission requirements specific to the proposed program.

The admission requirements will be consistent with the existing USU undergraduate admission requirements. A GPA requirement of 2.0 will be instituted with other criteria considered including prior work experience, aptitude for technology, and

experience with multi-media.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

Several options for completing depth and breadth education requirements are already in place at USU. One option is to "stack" onto the Associate of Applied Science in General Technology that is already in place within ASTE here at USU. A second option is to complete the associate degree through USU Eastern. Additional options, after the initial admissions, will include working with the technical colleges similar to the AAS from ASTE, completing the online AS proposed program through AIS at USU, current USU students transferring in, any student with an existing associate degree, or new USU students being accepted directly into the program as incoming freshmen.

This degree program is a collaboration between multiple colleges and schools within the university. As the undergraduate level expansion is new for the ITLS department, many of the ITLS courses will need to be developed or restructured within ITLS to offer the Technology, Design, and Interaction degree. Most of the courses the student will use for their emphases areas are already in place.

The program is designed to allow students to take all courses online.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The ITLS bachelor's program and ITLS courses draw on strengths and expertise of the faculty in the Department of Instructional Technology and Learning Sciences, along with collaboration from the Bridgerland Applied Technology College that provides technical content training for students within the AAS degree in General Technology in ASTE. Additional courses offered in programs outside the department, (e.g., the English Department or the Huntsman School of Business) will be applied to this degree with minimal student impact. Through restructuring and reallocation of teaching assignments, the faculty can accommodate the student demand of the proposed program while requiring only one additional faculty member the first year and another the second year. The funding for the faculty member position is already in place and additional faculty will be considered as the enrollment in the program grows or industry partners sponsor such additions. For the ITLS courses, the department will also use graduate student assistants and adjunct instructors.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

No additional staff will be required to meet the needs of the program.

Student Advisement

Describe how students in the proposed program will be advised.

Initially, an experienced student advisor will be hired on a 20 hr/wk basis. Since other undergraduate program advisors handle large loads (up to 200 students), it is forecasted that additional advisors will not be needed for several years.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Additional resources will not be needed. USU's current undergraduate resources, including distance learning offerings, are adequate. Email communication from Teagan Eastmon via Jeanne Davidson on August 21st, 2018.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The Department of Instructional Technology and Learning Sciences will conduct on-going assessments of the degree program and make improvements or adjustments as needed. The objectives selected for this program include skills and knowledge identified by industry leaders.

This program has four primary objectives. After completion of this degree program, students will be able to:

1. Demonstrate technical knowledge and ability in at least two chosen emphasis areas.
2. Develop computational skills specific to problems and critical issues that exist in the technology and human centered design field.
3. Demonstrate written, verbal and visual communication skills.
4. Acquire training and develop skills necessary for a career or an advanced degree program.

Instructors will use student course evaluations as a formative step in evaluating the program. The program faculty will have the opportunity to interact and work with other faculty from across campus to seek feedback. The department will also conduct exit interviews/surveys of graduating students and use portfolios and senior projects to evaluate the technical, written, verbal, and communication skills of the students. The program will survey alumni at approximate three-year intervals to provide an opportunity for student reflection on the program outcomes and overall value. Industry partners will offer internships and provide feedback about the program through the department's advisory committee.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Competencies and marketable skills students will be expected to acquire are:

- A strong understanding of Human Centered Design and how those principles guide the development of products, training, user experience, and media production.
- The ability to organize and manage projects using project management skills typical of the tech industry.
- Understand how to use data to evaluate and demonstrate value of products and processes.
- Obtain adequate multi-media skill that will allow the student to produce professional media or interact with media specialists.
- A strong knowledge of computer programming jargon and concepts in order to allow for productive interface with computer developers.
- Be able to gather information about users' experience interacting with an interface and understand how to improve the

interface using information gathered.

- Understand how people learn best and how they use cognitive processes to solve problems.
- Strong technology understanding and how people interface with it.
- Exceptional ability to work as an intermediary between consumers and software engineers.
- The ability to work in a group environment and communicate in a professional way.

These competencies were chosen based on surveys given to industry leaders as well as feedback by employers and alumni working in the field. All of these competencies have been vetted and approved as important elements of working in a technology rich world.

Student learning outcomes will be measured both formatively and summatively, using project based learning methods that will be evaluated by the professor, as well as industry professionals. These projects will be real world learning opportunities that will give the student the experience of making mistakes so as to become proficient sooner.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

| | | Course Number | NEW Course | Course Title | Credit Hours |
|---|-----------------------|---------------|---------------|--|-----------------|
| General Education Courses (list specific courses if recommended for this program on Degree Map) | | | | | |
| General Education Credit Hour Sub-Total | | | | | |
| Required Courses | | | | | |
| <input type="radio"/> | <input type="radio"/> | ITLS 3110 | × | Design Perspectives and Processes 1 (o) | 3 |
| <input type="radio"/> | <input type="radio"/> | ITLS 3120 | × | Design Perspectives and Processes 2 (o) | 3 |
| <input type="radio"/> | <input type="radio"/> | ITLS 3310 | × | Intro to Information and Media Literacy (o) | 3 |
| <input type="radio"/> | <input type="radio"/> | ITLS 3350 | × | Computational Thinking (o) | 3 |
| <input type="radio"/> | <input type="radio"/> | ITLS 3130 | × | How People Learn (o) | 3 |
| <input type="radio"/> | <input type="radio"/> | ITLS 3215 | × | Video/Audio Design and Production (o) | 3 |
| <input type="radio"/> | <input type="radio"/> | ITLS 3230 | × | Graphic Design and Production (o) | 3 |
| <input type="radio"/> | <input type="radio"/> | ITLS 3265 | × | Internet Development (o) | 3 |
| <input type="radio"/> | <input type="radio"/> | ITLS 4110 | × | Intro to Project Management (o) | 3 |
| <input type="radio"/> | <input type="radio"/> | ITLS 4130 | × | Data Visualization (o) | 3 |
| <input type="radio"/> | <input type="radio"/> | ITLS 4160 | × | Measuring Learning and Performance (o) | 3 |
| <input type="radio"/> | <input type="radio"/> | ASTE 3050 | | Technical and Professional Communications Principles (o) | 3 |
| Choose 1 of the following courses: | | | | | |
| <input type="radio"/> | <input type="radio"/> | ITLS 4960 | × | Capstone Experience-Senior Project (o) | 3 |
| <input type="radio"/> | <input type="radio"/> | ITLS 4940 | | Internship (o class, f2f experience) | 3 |
| Required Course Credit Hour Sub-Total | | | | | 42 |
| Elective Courses | | | | | |
| <input type="radio"/> | <input type="radio"/> | ITLS 3900 | | Independent Study (o) | 1 |
| <input type="radio"/> | <input type="radio"/> | ITLS 4900 | | Independent Study (o) | 1 |
| <input type="radio"/> | <input type="radio"/> | ITLS 4910 | | Undergraduate Research (o) | 1 |
| <input type="radio"/> | <input type="radio"/> | ITLS 1870 | | Special Topics (o) | 3 |
| <input type="radio"/> | <input type="radio"/> | ITLS 3870 | | Special Topics (o) | 3 |
| <input type="radio"/> | <input type="radio"/> | ITLS 2890 | | Work Experience Equivalent (o) | 1 |
| <input type="radio"/> | <input type="radio"/> | ITLS 4890 | | Work Experience Equivalent (o) | 1 |
| Elective Credit Hour Sub-Total | | | | | |
| Core Curriculum Credit Hour Sub-Total | | | | | 42 |

Can students complete this degree without emphases? Yes or ☒ No

| | Course Number | NEW Course | Course Title | Credit Hours |
|---|----------------------|------------|---|--------------|
| | Name of Emphasis: | | Culturally Responsive Design (minimum of 9 credits) | |
| + - | ANTH 1010 | | Cultural Anthropology (o) | 3 |
| + - | ANTH 2010 | | Peoples of the World (o) | 3 |
| + - | ANTH 3140 | | Anthropology of Sex and Gender (o/f2f) | 3 |
| + - | ANTH 3200 | | Perspectives on Race (o) | 3 |
| + - | PSY 3510 | | Social Psychology (o/b/f2f) | 3 |
| + - | PSY 4230 | | Psychology of Gender (o/f2f) | 3 |
| + - | PSY 4240 | | Multicultural Psychology (o/b/f2f) | 3 |
| + - | SW 2400 | | Social Work with Diverse Populations (o) | 3 |
| | | | | |
| Emphasis Credit Hour Sub-Total | | | | 24 |
| Total Number of Credits to Complete Program | | | | 66 |
| | Remove this emphasis | | | |

| | Course Number | NEW Course | Course Title | Credit Hours |
|---|----------------------|------------|---|--------------|
| | Name of Emphasis: | | New Venture Management – minimum of 9 credits | |
| + - | MIS 5700 | | Internet Management & Electronic Commerce (f2f) | 3 |
| + - | ACCT 2010 | | Financial Accounting Principles (o) | 3 |
| + - | ACCT 2020 | | Managerial Accounting Principles (o) | 3 |
| + - | MSLE 3000 | | Entrepreneurship: Starting Own Business (o) | 3 |
| + - | MSLE 3510 | | New Venture Fundamentals (o) | 3 |
| + - | MSLE 3530 | | New Venture Marketing (o) | 3 |
| + - | MSLE 3540 | | New Venture Financing (o) | 3 |
| + - | MSLE 3550 | | Entrepreneur Leadership Series (o) | 1 |
| + - | APEC 2010 | | Intro to Microeconomics (f2f) | 3 |
| + - | APEC 5015 | | Firm Management, Planning, and Optimization (o/f2f) | 3 |
| | | | | |
| Emphasis Credit Hour Sub-Total | | | | 28 |
| Total Number of Credits to Complete Program | | | | 70 |
| | Remove this emphasis | | | |

| | Course Number | NEW Course | Course Title | Credit Hours |
|-----|-------------------|------------|--------------------------------------|--------------|
| | Name of Emphasis: | | Game Studies– minimum of 9 credits | |
| + - | ITLS 3530 | × | Introduction to Game Studies (f2f) | 3 |
| + - | ITLS 3500 | × | Gaming, Technology, & Culture (f2f) | 3 |
| + - | ITLS 3210 | × | Virtual Environment Development (o) | 3 |
| + - | ITLS 3570 | × | Special Topics in Game Studies (f2f) | 3 |

| | Course Number | NEW Course | Course Title | Credit Hours |
|---|----------------------|------------|--|--------------|
| + - | CS 5410 | | Game Development (f2f, b) | 3 |
| + - | ITLS 4410 | × | Introduction to eSports (f2f) | 3 |
| + - | ITLS 4420 | × | Developmental eSports, P/F, repeatable (f2f) | 2 |
| + - | ITLS 3260 | × | Web and Mobile Development (o/f2f) | 3 |
| | | | | |
| Emphasis Credit Hour Sub-Total | | | | 23 |
| Total Number of Credits to Complete Program | | | | 65 |
| | Remove this emphasis | | | |

| | Course Number | NEW Course | Course Title | Credit Hours |
|---|----------------------|------------|---|--------------|
| Name of Emphasis: | | | Product Development – minimum of 9 credits | |
| + - | OPDD 3030 | | Design Thinking, Methods, and Materials (o) | 3 |
| + - | OPDD 3760 | | Outdoor Product Design & Develop Studio I (o) | 3 |
| + - | OPDD 4420 | | Digital Design Tech for Outdoor Products (o) | 3 |
| + - | OPDD 4430 | | Digital Design Technologies II (o) | 3 |
| + - | ITLS 5270 | | Digital Making and Learning (f2f) | 3 |
| | | | | |
| Emphasis Credit Hour Sub-Total | | | | 15 |
| Total Number of Credits to Complete Program | | | | 57 |
| | Remove this emphasis | | | |

| | Course Number | NEW Course | Course Title | Credit Hours |
|---|----------------------|------------|--|--------------|
| Name of Emphasis: | | | Marketing – minimum of 9 credits | |
| + - | MSLE 3500 | | Fundamentals of Marketing (o) | 3 |
| + - | MSLE 4530 | | Marketing Research (o) | 3 |
| + - | MSLE 4590 | | Marketing Strategy (o, f2f, b) | 3 |
| + - | MSLE 4420 | | Brand Identity Design (o) | 3 |
| + - | APEC 5010 | | Firm Marketing and Price Analysis (o, f2f) | 3 |
| | | | | |
| Emphasis Credit Hour Sub-Total | | | | 15 |
| Total Number of Credits to Complete Program | | | | 57 |
| | Remove this emphasis | | | |

| | Course Number | NEW Course | Course Title | Credit Hours |
|-------------------|---------------|------------|--|--------------|
| Name of Emphasis: | | | Technical Communication – minimum of 9 credits | |

| | Course Number | NEW Course | Course Title | Credit Hours |
|---|----------------------|------------|---|--------------|
| + - | ENGL 3400 | | Professional Writing (f2f/b) | 3 |
| + - | ENGL 3410 | | Professional Writing Technology (f2f) | |
| + - | ENGL 3450 | | Methods & Research in Prof & Tech Comm (f2f) | 3 |
| + - | ENGL 4400 | | Professional Editing (f2f) | 3 |
| + - | ENGL 4410 | | Document Design & Graphics (f2f) | 3 |
| + - | ENGL 5400 | | Social Justice in Technical Communication (f2f) | 3 |
| + - | ENGL 5410 | | Studies in Writing for Digital Media (f2f) | 3 |
| + - | ENGL 5420 | | Project Management in Technical Comm (f2f) | 3 |
| + - | ENGL 5490 | | Topics (f2f) | 3 |
| | | | | |
| Emphasis Credit Hour Sub-Total | | | | 24 |
| Total Number of Credits to Complete Program | | | | 66 |
| | Remove this emphasis | | | |

| | Course Number | NEW Course | Course Title | Credit Hours |
|---|----------------------|------------|--|--------------|
| Name of Emphasis: | | | Multimedia Development-Minimum 9 Credits | |
| + - | ITLS 3205 | | Computer Applications for Instruction and Training (o) | 3 |
| + - | ITLS 3220 | | Digital Video Capture and Production II (o/f2f) | 3 |
| + - | ITLS 3240 | | Instructional Graphics Production II (o/f2f) | 3 |
| + - | ITLS 3245 | | Interactive Multimedia Production (o) | 3 |
| + - | ITLS 3270 | | Digital Making and Learning (f2f) | 3 |
| + - | ITLS 3290 | | Multimedia Development Capstone (o) | 3 |
| + - | MIS 5700 | | Internet Management & Electronic Commerce | 3 |
| + - | ITLS 3260 | × | Web and Mobile Development (o/f2f) | 3 |
| | | | | |
| Emphasis Credit Hour Sub-Total | | | | 24 |
| Total Number of Credits to Complete Program | | | | 66 |
| | Remove this emphasis | | | |

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Students need to complete the 60 credit hours required for the A. S. in general studies before they take the remaining 60 credit hours required for the Technology, Design, and Interaction B. S., Students need to complete at least 9 credits from each of two emphasis areas, for a grand total of 21 credits from emphasis areas.

Independent Study is a variable credit course with available credits of 1-4.

Undergraduate Research is a variable credit course with available credits of 1-3.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

| First Year Fall | Cr. Hr. | First Year Spring | Cr. Hr. |
|---|---------|-------------------------------------|---------|
| Associates Degree Credits | 15 | Associates Degree Credits | 15 |
| | | | |
| | | | |
| | | | |
| | | | |
| Total | 15 | Total | 15 |
| Second Year Fall | Cr. Hr. | Second Year Spring | Cr. Hr. |
| Associates Degree Credits | 15 | Associates Degree Credits | 15 |
| | | | |
| | | | |
| | | | |
| | | | |
| Total | 15 | Total | 15 |
| Third Year Fall | Cr. Hr. | Third Year Spring | Cr. Hr. |
| Design Perspectives and Processes 1 | 3 | Design Perspectives and Processes 2 | 3 |
| Intro to Information and Media Literacy | 3 | How People Learn | 3 |
| Computational Thinking | 3 | Graphic Design and Production | 3 |
| Technical and Professional Communications P | 3 | Emphasis Area Credits | 3 |
| Emphasis Area Credits | 3 | Emphasis Area Credits | 3 |
| Total | 15 | Total | 15 |
| Fourth Year Fall | Cr. Hr. | Fourth Year Spring | Cr. Hr. |
| Video/Audio Design and Production | 3 | Measuring Learning and Performance | 3 |
| Data Visualization | 3 | Project Management | 3 |
| Internet Development | 3 | Capstone | 3 |
| Emphasis Area Credits | 3 | Emphasis Area Credits | 3 |
| Emphasis Area Credits | 3 | Emphasis Area Credits | 3 |
| Total | 15 | Total | 15 |

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

| | # Tenured | # Tenure -Track | # Non -Tenure Track | |
|---------------------------------------|-----------|-----------------|---------------------|--|
| Faculty: Full Time with Doctorate | 4 | 4 | 2 | |
| Faculty: Part Time with Doctorate | | | 1 | |
| Faculty: Full Time with Masters | | | 1 | |
| Faculty: Part Time with Masters | | | | |
| Faculty: Full Time with Baccalaureate | | | | |
| Faculty: Part Time with Baccalaureate | | | | |
| Teaching / Graduate Assistants | / / / / / | / / / / / | | |
| Staff: Full Time | | | 2 | |
| Staff: Part Time | | | 1 | |

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

| | First Name | Last Name | Tenure (T) / Tenure Track (TT) / Other | Degree | Institution where Credential was Earned | Est. % of time faculty member will dedicate to proposed program. | If "Other," describe |
|-------------------|------------|---------------|--|--------|---|--|----------------------|
| Full Time Faculty | | | | | | | |
| | Andrew | Walker | T | PhD | Utah State University | 10 | |
| | Kristy | Bloxham | Other | PhD | Utah State University | 25 | Professor of + |
| | Breanne | Litts | TT | PhD | University of Wisconsin | 10 | Digital makr + |
| | Sheri | Haderlie | Other | PhD | Utah State University | 10 | Senior Lectu + |
| | Mimi | Recker | T | PhD | UC Berkely | 10 | Information + |
| | Victor | Lee | T | PhD | Northwestern | 20 | Intro to Espe + |
| | Kristin | Searle | TT | PhD | University of Pennsylvania | 10 | Gaming, Tec + |
| | Jody | Clarke-Midura | TT | PhD | Harvard | 10 | Games & Le + |
| Part Time Faculty | | | | | | | |
| | Kevin | Reeve | Other | MS | Utah State University | 10 | instructor HT + |
| | Donald | Thomas | Other | MS | Utah State University | 10 | instructor Dir + |
| | Jeremy | Jensen | Other | MFA | Utah State University | 10 | instructor Dir + |
| | Nathan | Smith | Other | MS | Utah State University | 20 | Senior Lectu + |

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

| | # Tenured | # Tenure -Track | # Non -Tenure Track | Academic or Industry Credentials Needed | Est. % of time to be dedicated to proposed program. |
|-----------------------------------|-----------|-----------------|---------------------|--|---|
| Faculty: Full Time with Doctorate | | 4 | | 2 classes/year each for 2 new faculty (tuition funded) | 20 |
| Faculty: Part Time with Doctorate | | | | | |
| Faculty: Full Time with Masters | | | | | |

| | # Tenured | # Tenure -Track | # Non -Tenure Track | Academic or Industry Credentials Needed | Est. % of time to be dedicated to proposed program. |
|---------------------------------------|-----------------|-----------------|---------------------|--|---|
| Faculty: Part Time with Masters | | | | | |
| Faculty: Full Time with Baccalaureate | | | | | |
| Faculty: Part Time with Baccalaureate | | | | | |
| Teaching / Graduate Assistants | / / / / / / / / | / / / / / / / / | 2.833 | Doctoral student teaching 4 classes/year + 2 over summer | 50 |
| Staff: Full Time | | | | | |
| Staff: Part Time | | | .25 | Academic Advisor (.25 FTE) | 25 |

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

| Three Year Projection: Program Participation and Department Budget | | | | | | |
|--|---|--|--|--|--------|--------|
| | Year Preceding Implementation | New Program | | | | |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Student Data | | | | | | |
| # of Majors in Department | 92 | 112 | 142 | 182 | 202 | 212 |
| # of Majors in Proposed Program(s) | //// | 20 | 50 | 70 | 80 | 80 |
| # of Graduates from Department | 53 | 58 | 58 | 78 | 88 | 98 |
| # Graduates in New Program(s) | //// | 0 | 0 | 20 | 30 | 40 |
| Department Financial Data | | | | | | |
| | Department Budget | | | | | |
| | | Year 1 | Year 2 | Year 3 | | |
| | Year Preceding Implementation (Base Budget) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | | |
| <i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i> | | | | | | |
| EXPENSES – nature of additional costs required for proposed program(s) | | | | | | |
| <i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i> | | | | | | |
| Personnel (Faculty & Staff Salary & Benefits) | \$1,543,898 | \$54,995 | \$82,657 | \$106,383 | | |
| Operating Expenses (equipment, travel, resources) | \$78,215 | \$9,777 | \$9,777 | \$9,777 | | |
| Other: | | | | | | |
| TOTAL PROGRAM EXPENSES | //// | \$64,772 | \$92,434 | \$116,160 | | |
| TOTAL EXPENSES | \$1,622,113 | \$1,686,885 | \$1,714,547 | \$1,738,273 | | |
| FUNDING – source of funding to cover additional costs generated by proposed program(s) | | | | | | |
| <i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i> | | | | | | |
| Internal Reallocation | | \$177,308 | \$243,468 | \$247,120 | | |
| Appropriation | | | | | | |
| Special Legislative Appropriation | | | | | | |
| Grants and Contracts | | | | | | |
| Special Fees | | | | | | |
| Tuition | | \$18,205 | \$45,513 | \$63,719 | | |
| Differential Tuition (requires Regents approval) | | | | | | |
| PROPOSED PROGRAM FUNDING | //// | \$195,513 | \$288,981 | \$310,839 | | |
| TOTAL DEPARTMENT FUNDING | \$0 | \$195,513 | \$288,981 | \$310,839 | | |
| Difference | | | | | | |
| Funding - Expense | (\$1,622,113) | (\$1,491,372) | (\$1,425,566) | (\$1,427,434) | | |

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Expenses include a bump in operating costs relative to two replacement faculty/staff. Since this is the first undergraduate degree program for ITLS, the department will split .25 FTE of an academic advisor position with another unit. To help cover classes at the undergraduate level the department will require .67 FTE of a graduate teaching assistant in the first year growing to 2.83 FTE of graduate teaching assistants by year three. These students will be instructors of record for 6 classes throughout the year.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

ITLS has two open faculty lines and will dedicate half of their teaching load to the new program (2 classes per year each or .20 FTE/each). These replacement lines will be hired and start in year 1. Many classes in the department's multi-media minor certificate program overlap with the BS program, so long standing relationships we have with several part-time faculty will be able to serve students from both the multi-media development minor and new BS degree. Finally, the FTE/existing faculty percentages listed above represent a substantial commitment from ITLS with faculty teaching classes as part of the undergrad program. The existing part-time and full-time faculty commitment adds up to \$99,681 for the first year. The department will be able to maintain the existing degree program offerings including the multi-media development minor, School Library Media minor, MA, MEd, MS, EdS, and PhD. A positive benefit to the PhD program will be the ability to offer extended funding for almost three doctoral students/year who teach in the new BS program.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

There are two growth based funding sources. The first is Logan and in-state online students (\$30 per SCH). The second is out of state students, which the department projects to average 10% of the student population. The department receives half of the tuition (minus a \$5/per credit fee for the Emma Eccles Jones College of Education and Human Services) for those students.

**Utah System of Higher Education
Changes to Existing Academic Program Proposal
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: Utah State University

Program Title: *Current* Parks and Recreation *Proposed (if applicable)* Recreation Administration

Sponsoring School, College, or Division: Utah State University, Emma Eccles Jones College of Education & Human Services

Sponsoring Academic Department(s) or Unit(s): Kinesiology and Health Science

Classification of Instruction Program Code¹: 36.0101

Min/Max Credit Hours for Full Program Required: 53 / 53 /

Proposed Effective Term for Program Change²: Fall 2019

Institutional Board of Trustees' Approval Date:

Award Type: BS

Program Change Type (check all that apply):

| | |
|--|---|
| <input checked="checked" type="checkbox"/> | Name Change of Existing Program |
| <input type="checkbox"/> | Program Restructure with or without Consolidation |
| <input type="checkbox"/> | Program Transfer to a new academic department or unit |
| <input type="checkbox"/> | Program Suspension |
| <input type="checkbox"/> | Program Discontinuation |
| <input type="checkbox"/> | Reinstatement of Previously Suspended Program |
| <input type="checkbox"/> | Out of Service Area Delivery Program |

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations**, "effective term" refers to the term the program will suspend admissions.

Program Change Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to change name from Parks and Recreation to Recreation Administration effective Fall 2019. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Change Description/Rationale

Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.

It is proposed that the Parks and Recreation Program name be changed to Recreation Administration Major and the prefix for the courses be changed from PRP to RAM. This course is delivered face-to-face on the Logan Campus. The faculty of the Parks and Recreation Program both tenure track, lecturer and adjunct discussed and agreed on the name change from Parks and Recreation to Recreation Administration Major.

This program name change more clearly aligns with the curriculum and career trajectory of students in the field of recreation. While some recreation administration students go on to work with local, state, and federal parks, many student work in settings beyond parks including (but not limited to) recreation departments, sport and fitness centers, chambers of commerce, convention centers, and professional sport organizations.

Consistency with Institutional Mission/Institutional Impact

Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ . Will faculty or staff structures be impacted by the proposed change?

The proposed name change will assist the program in being more student-centered and will provide more diversity of opportunities for our students. Faculty and staff structures will not be impacted by this proposed change.

Finances

What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

There will be no budgetary impact on this program or any other program or unit within the institution.

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: Utah State University
Proposed or Current Program Title: Minor in Anticipatory Intelligence
Sponsoring School, College, or Division: College of Humanities and Social Sciences
Sponsoring Academic Department(s) or Unit(s):
Classification of Instructional Program Code¹ : 45.0902
Min/Max Credit Hours Required of Full Program: 12 / 18
Proposed Beginning Term²: Fall 2019
Institutional Board of Trustees' Approval Date:

| | | | | | |
|-------------------------------------|---|--------------------------|--------------------|--------------------------|--------------|
| <input type="checkbox"/> | Certificate of Proficiency | <input type="checkbox"/> | Entry-level CTE CP | <input type="checkbox"/> | Mid-level CP |
| <input type="checkbox"/> | Certificate of Completion | | | | |
| <input checked="" type="checkbox"/> | Minor | | | | |
| <input type="checkbox"/> | Graduate Certificate | | | | |
| <input type="checkbox"/> | K-12 Endorsement Program | | | | |
| <input type="checkbox"/> | NEW Emphasis for Regent-Approved Program <i>Proposed Emphasis Title</i> <i>Credit Hours for NEW Emphasis Only:</i> / | | | | |
| <input type="checkbox"/> | Out of Service Area Delivery Program | | | | |

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

**Utah System of Higher Education
Program Description - Abbreviated Template**

Section I: The Request

Utah State University requests approval to offer the following Minor: Minor in Anticipatory Intelligence effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

Program description. The Anticipatory Intelligence undergraduate minor is designed to offer students across multiple fields a sophisticated, cross-disciplinary grasp of the security concerns that are increasingly affecting their own fields and industries as a result of emerging technology. The goal of this minor program is to provide undergraduate students with a sophisticated perspective on traditional national security issues, growing private sector worries, and evolving technological realities in order to prepare them to be strategic thinkers in both the public and private sectors. This minor will prepare undergraduate students to be active voices in their own future professions who are able to anticipate emergent security concerns beyond the training and focus of current industry leaders; understand the progressively interconnected fate of the public and private sector in national and private security issues; and help build resilience against emergent threats or unintended consequences of advancing technology.

Institutional procedures. Interest in a program that would fuse the expertise of STEM and social science professionals has existed at Utah State University for at least 10 years, first sparked when USU's university-affiliated research center Space Dynamics Laboratory (SDL) raised the concept with the Department of Political Science. A confluence of factors emerged in mid-2017 to make this concept a reality: a vision for an academic center focused on cross-disciplinary security studies, captured in the term "anticipatory intelligence"; college leadership in CHASS to champion the program; and personnel with sufficient experience to develop it. This undergraduate minor program will be housed under the College of Humanities and Social Sciences and facilitated by the proposed Center for Anticipatory Intelligence at USU (R401 also in progress)—a cross-campus consortium between faculty in the College of Humanities and Social Science, College of Science, and College of Engineering dedicated to examining the nexus of national security studies, cybersecurity, and big-data analytics and its impact across the public and private sectors. This program has strong cross-campus backing and will leverage teaching by or collaboration with faculty in the Department of Political Science, Department of Mathematics and Statistics, Department of Electrical and Computer Engineering, Department of Computer Science, Department of Economics and Finance, and Department of Management Information Systems, among others.

Program initiation, institutional benefit. Initiating this minor will serve three tiers of value. First, students enrolled in the minor in Anticipatory Intelligence will benefit by having the opportunity to gain a working understanding of the security issues—including those spilling over from other disciplines—that are affecting and will affect their major field of study and future professions. Being able to flash in job interviews this level of sophisticated awareness about the security and societal issues affecting their field will put graduates with the Anticipatory Intelligence minor ahead of their peers. Second, the broad community served by Utah State University will benefit from employing graduates who can identify potential risks and opportunities associated with security vulnerabilities and who can help build resilience against economically or societally damaging threats. These students will be prepared to be particularly valuable assets to their organizations and leaders in their communities. Lastly, offering the Anticipatory Intelligence minor will benefit Utah State University by training students to be active participants in cross-departmental and cross-college research and project collaboration. This program helps students connect their primary disciplinary expertise to much-needed real-world problem solving, directly supporting USU's service orientation.

Evidence of student interest. The most vivid capture of student interest in this minor is the student cohort for our Fall 2018 pilot course, *American National Security Framework*, and our current Spring 2019 course, *Threats and Resilience in the Knowledge Century* (each offered as a special topics course through the Department of Political Science during the R401 approval process). Over the summer of 2018, we as the Center for Anticipatory Intelligence leadership team asked department heads across campus to advertise the minor program and pilot course to top students in their programs. We filled our fall class to capacity with 18 graduate and senior undergraduate students representing 9 disciplines: Political Science, International Studies, Sociology, Mathematics/Statistics, Data Analytics, Management Information Systems, Mechanical Engineering, Electrical Engineering, and Plant/Soil Science. In our current spring course, we have added majors in History, Psychology, Family/Human Development Studies, and Art History. We have been deeply impressed by the eagerness and mental agility demonstrated by this cross-disciplinary group of students as they have brought their own expertise to the study of emerging national and societal security issues. Student IDEA ratings of the pilot course in Fall 2018 reflected a raw score of 5.0/5.0 across overall categories with an 89% response rate. We have begun to advertise the Anticipatory Intelligence minor program more widely across campus and have received enthusiastic feedback and inquiries from students across several colleges interested in starting the minor in Fall 2019.

Note: In order to reach the level of rich interdisciplinary participation across campus that our curriculum requires, this program consciously seeks to have a mix of undergraduate and graduate students enrolled in the same classes. Minor courses have been set at the 5XXX level in order to allow enrollment from both undergraduate upperclassmen and graduate students. Students participating in the undergraduate minor and graduate specializations will participate side-by-side in the same courses and will experience the same curriculum.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

Because this program is designed to train future experts who are equipped to detect and respond to threats that are currently emerging in the public and private sector, including those that have not yet taken shape, its value is underscored more by rising existential security concerns than by current job-supply dynamics. The clear need for university graduates equipped with this skill set is demonstrated on three fronts.

First, the changing nature of threats making the headlines demonstrates that technological developments are bringing complex national security concerns to the doorstep of private sector entities. Prominent cases include the 2012 slew of distributed denial of service (DDOS) attacks on US financial institutions by Iranian hackers in response to the use of the Stuxnet virus on the Iranian nuclear program; the 2014 hacking of Sony by North Korea in reprisal for the release of US film depicting a plot to assassinate Kim Jong-Un; and the massive 2018 criminal ransomware attack on the city of Atlanta, GA that froze city services, legal system components, transportation hubs, and hospitals. In addition, trends in data science including artificial intelligence and machine learning are making it increasingly easy for actors with ill intent to anticipate and even manipulate the behavior of consumers, voters, and companies. The ability to recognize the potential of these types of attacks and build resilience against them requires industry leaders who have a handle on the state of play in both emergent technology and US national security and foreign policy. The 2019 National Intelligence Strategy identifies the field of anticipatory intelligence, which "usually leverages a cross-disciplinary approach" and "involves collecting and analyzing information to identify new, emerging trends, changing conditions, and undervalued developments which challenge long-standing assumptions and encourage new perspectives, as well as identify new opportunities and warn of threats . . ." as its #2 overall priority—underscoring the significance of this emerging field and the opportunity that USU has to be an early thought leader in this area.

Second, a pronounced labor market demand already exists for experts in the emergent technology field. The independent, nonprofit information security group ISACA projects a shortfall of two million cybersecurity professionals in the global market by 2019. The World Economic Forum and McKinsey Global cite technological skills, including information technology and data analysis, as the fastest growing workforce needs by 2030. By training STEM students who understand the geopolitical context in which they are carrying out technical tasks, and by training social science students who have a grasp of the state of play in the cyber and big-data spheres, this program is creating graduates that can not only fill this critical labor market demand but go above and beyond current requirements. Our students can bring a sophisticated, cross-disciplinary ability to anticipate the strategic needs of their public and private sector enterprises in responding to the next generation of threats and vulnerabilities.

Third, key public sector entities including the National Guard and the Federal Bureau of Investigation have signaled strong interest to the CAI leadership team in having some of their personnel take courses offered through the Anticipatory Intelligence program. The National Intelligence University, the nation's premier academic institution for security and intelligence training, has demonstrated strong interest in faculty exchanges with our program—as one NIU dean conveyed to our team, "you're a mile ahead of us" in fusing the study of emergent technology and security. This active interest from strategic thinkers across the US government affirms that our concept for "cross-training" undergraduate students in security issues meets a critical emerging labor market need.

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/.

The Anticipatory Intelligence minor program is directly in line with Utah State University's role as a research university whose charge includes undergraduate, graduate, and professional training that "contributes to the quality of life and economic development at the local, state, and national levels." Students completing this minor will emerge from their academic training better equipped to help public sector enterprises and private sector industries safeguard against emergent threats to economic health, security, and quality of life. This innovative cross-disciplinary minor actively supports USU's mission to "cultivate diversity of thought and culture" by significantly broadening the horizons of students who might otherwise pursue their studies in disciplinary silos. Finally, this minor equips students to serve the public by helping to build resilience against future "failures of imagination" that could have life-changing consequences for local communities and enterprises.

The proposed delivery area for the Anticipatory Intelligence minor is only within USU's service areas, and in its current form is restricted to the Logan main campus. The CAI leadership team is exploring the potential of online options for the future.

No other USHE institution offers an interdisciplinary undergraduate security studies program that would overlap with this proposed minor. The largest undergraduate national security studies program in the state is the Center for National Security Studies (CNSS) at Utah Valley University. The CAI leadership team has coordinated at length with CNSS director Ryan Vogel, who concurs that there is no overlap between UVU's existing program and this proposed one and instead has been eager to make our graduate specializations a destination for UVU undergraduates in national security studies.

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

The four CAI-prefix courses subsumed in the Anticipatory Intelligence minor will be taught by existing faculty in the Department of Political Science, Department of Electrical and Computer Engineering, and Department of Mathematics and Statistics. Additionally, CHASS and the USU central administration have supported the joint appointment of one member of the CAI leadership team (also in a role at SDL) to help develop curriculum and teach within the Anticipatory Intelligence minor program. Elective courses within the minor will leverage existing course offerings in academic programs across campus; therefore, in the short term, new faculty lines are not needed to offer this minor. The pilot courses taught over the 2018-2019 academic year have been run as POLS 5890 (Special Topics) courses in order to fund Political Science faculty as the instructor of record for these classes. Minor courses will temporarily continue to be taught under the POLS prefix to cover instructor pay while the CAI leadership team pursues ongoing independent funding (detail below) that will allow instructors from across campus to teach courses listed under the interdisciplinary CAI prefix located directly within CHASS.

Beyond instruction, the principal costs associated with this minor program are to support the dynamic curriculum, student travel, and incoming guest speakers that help set this innovative program apart. The Washington, DC field trip to key national security institutions facilitated as a key part of the required course, CAI 5000, is estimated at approximately \$30,000 for a class of 20 students. During the early roll-out period of this minor, offering the DC trip will be contingent on development funds raised in support of student travel costs. The second anticipated cost is the travel and speaker fees associated with bringing in top industry and government leaders as guest speakers for each of the four CAI-prefix minor courses, estimated at \$3,000/head for those traveling from the East Coast and \$2,000/head for those coming from the West Coast. The number of guest speakers

brought in each semester will vary according to course content and available funding.

The Center for Anticipatory Intelligence leadership team received financial support from the College of Humanities and Social Sciences to stand up the pilot course offered in Fall Semester 2018 and to develop the infrastructure of the Anticipatory Intelligence minor. To secure sustainable funding for the program, the CAI leadership team is coordinating with Neil Abercrombie on development efforts with the state legislature to seek ongoing funding for program instruction, and is pursuing funding for the annual DC trip and visiting guest speakers through potential lines from National Science Foundation grants, the private sector, and private foundations. Another particularly promising avenue is a joint application with Utah Valley University for the Intelligence Community Center of Academic Excellence grant, which if successful would be awarded September 2019. Alongside these development efforts, the CAI leadership team is developing a surplus-producing "short course" program—which offers a condensed capture of relevant components of this minor program—for mid-career Utah professionals in key fields including law enforcement, military, and community leadership. Surplus funds from offering these short courses may also supplement funding for student travel and guest speakers in minor courses. Collectively, these development efforts are intended to make the Anticipatory Intelligence minor program self-sufficient over time.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

| Can students complete this degree without emphases? Yes or No | | | | | |
|---|---|---------------|------------|---|--------------|
| | | Course Number | NEW Course | Course Title | Credit Hours |
| General Education Courses (list specific courses if recommended for this program on Degree Map) | | | | | |
| General Education Credit Hour Sub-Total | | | | | |
| Required Courses | | | | | |
| + | - | CAI 5000 | X | American National Security Framework | 3 |
| + | - | | | | |
| Choose 1 of the following courses: | | | | | |
| + | - | CAI 5100 | X | Governance, Business, and Society in the Era of Anticipatory + | 3 |
| + | - | CAI 5200 | X | Threats & Resilience in the Knowledge Century | 3 |
| + | - | CAI 5300 | X | Critical Thinking Tools, Communication Skills, and Ethics | 3 |
| + | - | | | | |
| Required Course Credit Hour Sub-Total | | | | | 6 |
| Elective Courses | | | | | |
| + | - | Major 4XXX | | Upper-division AI-relevant course within student's major | 3 |
| + | - | Major 4XXX | | Upper-division AI-relevant course within student's major | 3 |
| Elective Credit Hour Sub-Total | | | | | 6 |
| Core Curriculum Credit Hour Sub-Total | | | | | 12 |

| | | Course Number | NEW Course | Course Title | Credit Hours |
|--|---|---------------|------------|--------------|--------------|
| Name of Emphasis: | | | | | |
| + | - | | | | |
| Choose of the following courses: | | | | | |
| + | - | | | | |
| + | - | | | | |
| + | - | | | | |
| Emphasis Credit Hour Sub-Total | | | | | 0 |
| Total Number of Credits to Complete Program | | | | | 12 |

| | Course Number | NEW Course | Course Title | Credit Hours |
|--|----------------------|------------|--------------|--------------|
| | Remove this emphasis | | | |

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information, as needed.

Students seeking the Anticipatory Intelligence minor must take two CAI-prefix courses: the required course (CAI 5000) and one option course (CAI 5100, CAI 5200, or CAI 5300); and two upper-division elective courses in their major field with subject content relevant to anticipatory intelligence. These elective courses (which can be double counted) must be approved by an academic advisor for the Anticipatory Intelligence minor. The minimum number of credits required for this minor is 12 credits; students who are interested in the course content of all four CAI-prefix courses may take up to a maximum total of 18 credits.

This minor requires a combination of CAI-prefix and major-discipline courses for several reasons. First, this program is designed to teach students how their own major field relates to and is affected by emerging security realities, requiring in-depth expertise at the junior and senior levels within their own field in addition to dedicated coursework in anticipatory intelligence. Requiring major-discipline courses as part of the Anticipatory Intelligence minor positions students to take some of their most rigorous major coursework with the anticipatory intelligence framework prominently in mind so that students not only bring their disciplinary expertise into CAI courses but also bring their anticipatory intelligence expertise into their major courses. Additionally, including major courses helps keep the credit burden of the minor low—essential to facilitate interdisciplinary participation by students in high-intensity undergraduate programs that have little flexibility outside of four-year degree maps. The rigor of each of the CAI-prefix courses in teaching both substantive content and hard skills is at a level that two courses are sufficient to equip students with the essential skills needed to apply the anticipatory intelligence toolset to their own major field. The caliber of student progress in the pilot courses run during the 2018-2019 academic year supports this assessment.

The required course for the minor, **CAI 5000 American National Security Framework**, is designed to level the playing field between students coming into the minor from various STEM and social science disciplines. This course brings students from different academic backgrounds up to speed on the structure of the US national security enterprise, introduces them to the processes of national security policy making, and broadens their horizons on the emerging security issues—many resulting from advancing technology—that are entering the domain of US national and private security. Students have an opportunity to visit key national security institutions on a class field trip to the Washington, DC area and participate in a simulation exercise modeling a national security crisis.

The second CAI option course, **CAI 5100 Governance, Business, and Society in the Era of Anticipatory Intelligence**, focuses on the emergent security concerns that are increasingly affecting the US private sector. In this option course, students evaluate the potential unintended consequences—positive and negative—of emergent technology and gain an understanding of technology's rising ability to facilitate tracking, anticipating, and manipulating human behavior. Students taking this course will have an opportunity to complete capstone work that puts them in contact with local Utah businesses who are dealing with the "blurring of the lines" between public and private sector security concerns, providing both tangible case studies and the opportunity to network for employment opportunities.

The third CAI option course, **CAI 5200 Threats and Resilience in the Knowledge Century**, draws on the cross-campus expertise of USU faculty from multiple departments to help students gain an expanded grasp of the 21st century's rapidly evolving threat environment for individuals, organizations, and governments. This course teaches students to assess vulnerabilities in public and private sector enterprises, avoid "failures of imagination" about the potential dangers these enterprises may face as result of emergent technology, and put in place the best mechanisms for prevention and community resilience. Students are trained to become effective collaborators with partners from different disciplines and professional sectors in building resilience against shared threats.

The fourth CAI option course, **CAI 5300 Critical Thinking Tools, Communication Skills, and Ethics**, trains students in the critical-thinking skills, analytic methods, policy and intelligence writing styles, research methods, and verbal communication

tools needed to execute world-class analysis, argumentation, and presentation in jobs dealing with national security issues. In addition, students in this course engage in a deep-dive study of ethics and ethical decision making dealing with security issues, with direct and equal application for students heading into the public and private sectors.

Elective courses within a student's major discipline will be approved by the advisor for the Anticipatory Intelligence minor.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below

**Utah System of Higher Education
Changes to Existing Academic Program Proposal
Cover/Signature Page - Abbreviated Template**

| | | |
|--|--|--|
| Institution Submitting Request: | Utah State University | |
| | <i>Current</i> | <i>Proposed (if applicable)</i> |
| Program Title: | English: Professional and Technical Writing Emphasis | English: Technical Communication and Rhetoric Emphasis |
| Sponsoring School, College, or Division: | College of Humanities and Social Sciences | College of Humanities and Social Sciences |
| Sponsoring Academic Department(s) or Unit(s): | English | English |
| Classification of Instruction Program Code¹: | 23.1303 | 23.1303 |
| Min/Max Credit Hours for Full Program Required: | / | / |
| Proposed Effective Term for Program Change²: | Fall | 2019 |
| Institutional Board of Trustees' Approval Date: | | |
| Award Type: | BS | |

Program Change Type (check all that apply):

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Name Change of Existing Program |
| <input type="checkbox"/> | Program Restructure with or without Consolidation |
| <input type="checkbox"/> | Program Transfer to a new academic department or unit |
| <input type="checkbox"/> | Program Suspension |
| <input type="checkbox"/> | Program Discontinuation |
| <input type="checkbox"/> | Reinstatement of Previously Suspended Program |
| <input type="checkbox"/> | Out of Service Area Delivery Program |

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Ryan Moeller

Date: November 8, 2018

☒ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

Program Change Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to change name from English: Professional and Technical Writing Emphasis to English: Technical Communication and Rhetoric Emphasis effective Spring 2019. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Change Description/Rationale

Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.

The proposed name change brings our undergraduate program name in line with our PhD program in Technical Communication and Rhetoric and our master's program in Technical Communication. Further, it more accurately reflects the current curriculum in the program and current positioning of graduates in the field (i.e. communicators rather than writers).

Consistency with Institutional Mission/Institutional Impact

Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ . Will faculty or staff structures be impacted by the proposed change?

The proposed name change will bring our undergraduate program in line with the current standardized abbreviation of the field as "Technical and Professional Communication (TPC)" and reflects the research and teaching that the faculty at USU produce. The program will not be delivered outside the service area, and faculty and staff structures will not be impacted.

Finances

What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

We do not anticipate any costs or savings associated with this change.

Institution Submitting Proposal: Utah State University

College, School or Division in Which Program/Administrative Unit Will Be Located: College of Humanities and Social Sciences

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: Department of English

Program/Administrative Unit Title: Department of English

Recommended Classification of Instructional Programs (CIP) Code: 2 3 . 1 3 0 3

Certificate, and/or Degree(s) to Be Awarded: BS

Proposed Beginning Date: 2/22/2019

Institutional Signatures (as appropriate):

Department Head

Jeannie Thomas

DocuSigned by:
Jeannie B. Thomas
4D9DB92865E0427...

Career and Technical Education Director

Date:

2/22/2019

Dean

Joseph Ward

DocuSigned by:
Joe Ward, CHaSS Dean
A75A27D3AA88454...

Graduate School Dean

Richard Inouye

DocuSigned by:
Richard Inouye
2CAEAB6296CA41A...

Proposal to Add Guidelines for Course Descriptions to the EPC Handbook and Revise the Language of the “Note on minor editing of the course description”

Submitted by Erik Thalman, USU Catalog Editor, 30 January 2019

Statement of Existing Problems:

1. The EPC Handbook currently does not contain any guidelines for faculty and staff regarding course descriptions.

At present, course descriptions in the Catalog vary widely in terms of length, style, and even grammatical correctness. Per the instructions of the Registrar, I am tasked with unifying the voice and style of the descriptions across the Catalog. The EPC Handbook currently does not contain any language as policy guidelines for course descriptions. From the perspective of the Registrar's Office, this needs to be explicitly clarified as a guideline from the EPC.

2. The “Note on minor editing of the course description” as stated in the EPC Handbook makes achieving the goal stated above impossible.

The only extant language in the EPC Handbook that offers any guidelines for course descriptions refers to the Catalog Editor's limitations. It states:

Note on minor editing of the course description: Any editing (other than errors in spelling or punctuation) of the course descriptions in the general catalog need to be forwarded to the appropriate college catalog representative who will determine if it is minor and can be done in consultation with the department or if it significantly changes the description of the course content and needs to go through EPC approval (approved Nov. 2, 2006 EPC).

As stated, this policy effectively limits the scope of the Catalog Editor's duties to those of a proofreader and makes it impossible to unify the style of course descriptions.

Proposed Edits and Revisions:

As the Catalog Editor, I suggest adding the following language to the EPC Handbook to articulate and define guidelines for course descriptions:

The course description must be 40 words or less and written in full sentences in the 3rd-person present tense (This course covers.../Students learn.../etc.). The description should give students a brief, 2-3 sentence overview of the general purpose and content of the course and the skills and knowledge students can expect to gain. Descriptions should not include details that might reflect a specific instructor's approach or historically specific teaching contexts and should avoid jargon or highly technical terminology.

I suggest the following revision to the “Note on minor editing of the course description”:

Note on minor editing of the course description: The Catalog Editor may make small adjustments to the wording of course descriptions in the General Catalog, in order to meet catalog guidelines. Any editing of the course descriptions that cannot be achieved without changing the meaning of the original text needs to be forwarded to the appropriate college catalog representative who will determine if it is minor and can be done in consultation with the department or if it significantly changes the description of the course content and needs to go through EPC approval.

EPC Curriculum Sub-Committee January 10, 2018

Zero-Credit Course Discussion

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Background

- USU currently has approximately 260 courses listed as 0 Credits courses.
- Most (approximately 230) 0 credit courses (e.g., AUTO 0021 – AUTO II Brakes) are under 1000 level courses and are in the area of Career and Technical Education offered through the ASTE Department.
- The courses shown below in yellow are 1000 level or higher and those in gray are test courses.

| | | | | | |
|----|------|------|------|--------------------------------|---|
| BU | MSLE | MSLE | EXPE | MSLE INTL EXPERIENCE | 0 |
| ED | NAHP | HEAL | 0020 | FIRST AID | 0 |
| ED | NAHP | HEAL | 0030 | CPR | 0 |
| ED | NAHP | HEAL | 0100 | CERTIFIED NURSING ASSIST COURS | 0 |
| ED | NAHP | HEAL | 0105 | CERTIFIED NURSING ASS CLINICAL | 0 |
| ED | NAHP | HEAL | 0110 | CERT NURSE ASST FIRST AID/CPR | 0 |
| ED | NAHP | HEAL | 0120 | CERT NURS ASST WRITT EXAM REFR | 0 |
| ED | NAHP | HEAL | 0130 | CERT NURS ASS SKILL EXAM REF | 0 |
| ED | NAHP | HEAL | 0200 | EMT BASIC CERTIFICATION | 0 |
| ED | PSY | PSY | 7950 | INTERN PROFESSIONAL PSY | 0 |
| HS | HIST | HIST | A3 | HIST A3 AP TEST | 0 |
| HS | HIST | HIST | AE | HISTORY AP 3 | 0 |
| HS | HIST | HIST | E3 | HIST E3 AP TEST | 0 |
| HS | HIST | HIST | E4 | HIST E4 AP TEST | 0 |
| HS | HIST | HIST | E5 | HIST E5 AP TEST | 0 |
| HS | LPCS | LANG | PROF | LANGUAGE PROFICIENCY | 0 |
| SC | MTST | MATH | 0920 | MATH SKILLS REVIEW-MATH 0990 | 0 |
| SC | MTST | MATH | 0921 | MATH SKILLS REVIEW 1010 | 0 |
| SC | MTST | MATH | 0922 | MATH SKILLS REVIEW 1050/1060 | 0 |
| SC | MTST | MATH | 0923 | MATH SKILLS REVIEW | 0 |
| UN | GUNV | CAS | 6004 | CAS INTERNSHIP I | 0 |
| UN | GUNV | CAS | 6005 | CAS INTERNSHIP II | 0 |
| UN | GUNV | CAS | 6006 | CAS CAPSTONE | 0 |
| UN | GUNV | ELEC | GEPP | LOWER DIVISION GEN ED PASSPORT | 0 |
| UN | GUNV | GE | CIL | COMP & INFO LIT EXAM | 0 |
| UN | GUNV | USU | 4000 | STUDY ABROAD ORIENTATION | 0 |
| UN | GUNV | USU | 6900 | RESEARCH INTEGRITY | 0 |
| UN | GUNV | USU | 7920 | TEACHING ASSISTANT WORKSHOP | 0 |
| UN | | CIL | EXAM | COMPUTER INFORMATION LITERACY | 0 |

Problem

No language or policy discussing zero credit courses is discussed in the EPC Curriculum Subcommittee Handbook.

Proposed New Curriculum Subcommittee Handbook Policy Language:

Zero Credit Courses

At Utah State University, proposing zero credit (0) courses is highly discouraged for courses above a 1000 level and in most instances, they will not be approved. Those proposing “0” credit courses that generate zero tuition must bring a strong rationale and justification for why they should be approved (e.g., a required internship, review, or workshop that is required of the student).

There are alternatives to zero credit courses and those proposing zero credit courses should contact the Registrar’s office and Academic Scheduling office to explore these alternative options.

An approved zero credit course will never have the same academic structure as a regular class (e.g., no exams) and they will never be graded. However, zero credit course will be listed on a student’s transcript.

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Background

In response to pressing need and, more specifically, to a formal *Recommendation* in the most recent *Peer-Evaluation Report* provided in NWCCU's Spring 2018 Year Seven Evaluation, Utah State University convened a Special Task Force in Fall 2018 to address concerns regarding assessment of general education learning outcomes. Following receipt and review of the peer-evaluation report and the official notification letter from the Commissioners at NWCCU, general education assessment and responsibility were discussed at the President's Executive Council in early Fall 2018. Subsequently, in consultation with the University Assessment Coordinating Council and the Faculty Senate (including the General Education Subcommittee of the EPC), the University Provost convened a **Special Task Force on General Education** to develop a plan and recommendations that would address identified deficiencies and to tackle any additional matters regarding general education that might arise from those discussions.

The Special Task Force includes the following members:

- Janet Anderson: Vice Provost; Assoc. Vice President, Academic and Instructional Services
- David Brown: Faculty; Faculty Senate Executive; Assoc. Head; Member, Gen. Ed. Subcommittee
- Francis Galey: Executive Vice President and Provost
- Harrison Kleiner: Faculty; Member, General Education Subcommittee; Utah Board of Regents' Task Force on High Impact Practices
- Shelley Lindauer: Assoc. Dean; Assoc. Head; Member, General Education Subcommittee
- John Louviere: Assistant Vice President, Academic and Instructional Services
- Edward Reeve: Interim Vice Provost; Chair, Educational Policies Committee (EPC) of the Faculty Senate; Member, General Educational Subcommittee of the EPC
- Lee Rickords: Faculty; Chair, General Education Subcommittee of EPC (Faculty Senate); Member, Utah Board of Regents' Task Force on General Education
- Larry Smith: Interim Vice President for Research and Dean, School of Graduate Studies
- Matthew Sanders: Faculty; Assoc. Dean; Member, General Education Subcommittee of the EPC
- Michael Torrens: Director, Analysis, Assessment & Accreditation; Chair, UACC
- Robert Wagner: Vice President, Academic & Instructional Services; Member, Faculty Senate Executive Committee

The Special Task Force met twice in Fall 2018 for extended discussions on a path forward, and created a sub-committee to develop an initial action plan and implementation steps. The subcommittee consisted primarily of experienced faculty (Dr. Brown, Dr. Kleiner, Dr. Rickords, Dr. Sanders), and two experienced administrators who would be expected to facilitate implementation of any plans proposed by the task force and developed by faculty (Mr. Louviere and Mr. Torrens). Through the initial conversations in the special task force, a primary charge – a sort of “mission statement” – was developed for the work that would follow.

Mission Statement

Learning is a core theme of Utah State University and is at the heart of all faculty, staff, and student endeavors. The charge for the Special Task Force on General Education is to research and develop strategies that will improve student learning by encouraging and creating better

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courses. Assessment of outcomes, in this light, is not an ‘end,’ but rather a ‘means’ to making all teaching in General Education classes meaningful. This is done by continually re-connecting faculty to the essential learning outcomes in the general education program as well as helping faculty develop more impactful teaching practices. It requires engaging students, from admission through graduation, to make sure they understand the purpose and value of every part of the degree.

This kind of work is central to the undergraduate teaching and learning mission of the university, as articulated in our Citizen Scholar degree profile. The first step to achieving our degree profile is a quality and meaningful general education experience that develops them intellectually, personally, and culturally. Developing proficiency in the General Education Program learning outcomes fits students for success in their personal, civic, and professional lives as well as ensuring they are prepared for success in their major. A solid general education foundation, combined with concentrated study in a major discipline and interdisciplinary studies, provides the breadth and depth of knowledge qualifying USU graduates as educated citizens prepared to engage and lead in local, national, and global communities. It is also important to engage students in an ongoing conversation about their learning, as making the learning outcomes of the whole degree explicit for them is essential for successfully achieving a degree where the various parts of the degree complement each other in a meaningful whole.

Initial Research and Discussion

Members of Special Task Force conducted research and brought background and materials to the initial conversations. There was a general acknowledgement that there were multiple potential “models” that could be used as a starting point for discussion. Several of the members of the Special Task Force are experienced with assessment (through DQP, NILOA, AACU, NWCCU, work with the State Board of Regents, etc.), and there was a general discussion of the range of potential measures and methods that could be used to assess program-level outcomes for USU’s general education. Several institutions within the State of Utah have elected to review their general education outcomes on a “rotating” basis (e.g., one, or a few, general education areas – *Breadth Social Science, etc.* – are assessed every X years). Task Force members expressed concern that implementing such a rotating system could either result in a long delay before assessment “got around” to all of the areas or, alternatively, could lead to an assessment cycle (1-2 years for each area) that was insufficient for true developmental improvements to take place and those outcomes to be assessed. An alternative model was floated that provides for data collection and assessment across all areas simultaneously, but equal concern was expressed that such a plan was not “serious,” because there are currently insufficient resources and faculty buy-in to assign student artifacts in every class for every outcome for even just the eight core lower-division general education areas (CL, QL, BAI, BCA, BHU, BLS, BPS, BSS). It was suggested that a plan be developed that would “build” out the assessment. Start by focusing on the most important rubric criteria for each area (simultaneously), and providing sufficient time for robust data collection, reflection, action/change, and post-change assessment before moving to the next criteria (with data collection building up until the full rubric for each area is covered) in all areas. This approach reflects identified best practices in assessment.¹

¹ Blaich, C., & Wise, K. (January 2011). From Gathering to Using Assessment Results: Lessons from the Wabash National Study. *National Institute for Learning Outcomes Assessment, Occasional Paper #8*. Retrieved from http://www.learningoutcomeassessment.org/documents/Wabash_001.pdf.

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Outcome Selection and Faculty Canvas Work

(Assoc. Vice Provost for General Education will spearhead this, working with GE Area Sub-Committees, Department Heads, Associate Deans, and ETE)

- Every four years the Assoc. Vice Provost for General Education will work with the GE Area Sub-Committees to select one outcome for each GE area to assess and develop for the following four years. All general education areas will have at least one outcome assessed during the four-year period (i.e., all areas will be reviewed simultaneously). The General Education Sub-Committee of the EPC (Faculty Senate) will provide written criteria to the Area Sub-Committees for the selection of the learning outcome. Generally speaking, the first outcomes to be chosen should be the most “important,” the most “encompassing,” the “most difficult to achieve,” or the area(s) of “most concern.” The four-year period encompasses two years of data collection and reflection, intensive resource allocation for developmental improvements in course design and delivery (ETE, etc.), followed by post-change data collection and assessment.
- The Assoc. Vice Provost for General Education will work with Department Heads to remind faculty of the requirement that they must identify two assignments (one early in term, one late in term) that are suited to assess the selected general education program learning outcome, and to tie the selected outcome rubric to those assignments in Canvas. Data will be harvested from Canvas by AIS staff and reported out to the Assoc. Vice Provost for General Education and Special Task Force.

Information Collection

(Assoc. Vice Provost for General Education will spearhead this, working with GE Implementation Committee: AAA and AIS)

- AIS/AAA will aggregate individual student rubric scores from assignments collected in Canvas, and will provide analysis (e.g., overall, by GE area, by course, by instructor/section).
- AAA will collect IDEA student self-assessment of GE Outcomes and provide analysis (e.g., overall, by GE area, by course, by instructor/section).
- To provide for quality control and accountability, AIS will pull a representative sample (e.g. n=20) student artifacts per GE Area from Canvas. These artifacts will be assessed by the Area SubCommittees (see below: trained on the area rubric for interrater reliability) and those results analyzed and compared to the assessment made by course instructors.
- The GE Implementation Committee will produce a report on adoption rates of Canvas rubrics, reliability of instructors’ use of rubrics, etc. for Assoc. Vice Provost for General Education and Special Task Force.

Analyze and Interpret Information

(Assoc. Vice Provost for General Education will spearhead this, working with AAA, AIS, GE Committee, and GE Area Sub-Committees)

- Using the rubric for each area, a representative sample of de-identified student artifacts will be scored by each GE Area Sub-Committee for the selected outcome, each year.

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Review Findings, Draw Conclusions, Articulate Action Plan, and Write Report

(Assoc. Vice Provost for General Education will spearhead this, working with GE Assessment Implementation Committee, GE Committee, GE Area Sub-Committees, and ETE)

- The GE Assessment Implementation Committee will assess and review the progress of implementation and will create a developmental action plan to address deficiencies. This report will be provided to the Provost and the Faculty Senate for discussion and dissemination.
- Outcomes Review: GE Area Sub-Committees will revisit their outcomes and revise as needed.
- Designation Review: GE Area Sub-Committees, working with the Assoc. Vice Provost for General Education, will review outcome results at the level of GE area, course, and section and will (a) identify any challenges or concerns with meeting the selected outcomes, (b) identify courses and instructors in need of additional support, and (c) ensure courses are appropriately designated.
- Faculty Development: Working from the GE Area Sub-Committees' findings, the Assoc. Vice Provost for General Education will work with ETE to (a) develop trainings for faculty on generalizable needs in GE overall or within a GE area, (b) provide training and resources for specific courses and instructors in need of support, and (c) help instructors use GE assessment information in their P&T materials.
- The Assoc. Vice Provost for General Education, working with the AAA and AIS offices, will write and disseminate Assessment Reports.

Tasks

- GE Area Sub-Committees will quickly review our Rubrics against latest R470 to make sure our outcomes have a close enough alignment.
- GE Area Sub-Committees will pick a most important outcome from their area rubric that will be assessed in the first 4-year cycle.
- Communications (CL/CI) and Quantitative (QL/QI) committees will take their outcomes language and publish, on the web, language in the table form (like other areas) on proficiency, approaching proficiency, and lacking proficiency.
- Student artifacts: Assoc. Vice Provost for General Education will work with ETE, department heads, and associate deans to get buy-in and training for linking assignments to outcomes rubric in Canvas.
- IDEA additional GE questions: AAA will turn each selected learning outcome into a question in IDEA student ratings of instruction, for courses that are tagged with a GE designation; this enables collection of students' self-reported progress on general education learning outcomes at the course level.
- GE Code changes: GE Committee should consider adding language to each Area Criteria that instructors must tie two assignments (one early in term, one late in term) to the selected outcome rubric in Canvas.

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- GE Code changes: GE Committee should discuss adding a common outcome to all rubrics that codifies the expectation that GE instructors discuss the value and role of GE in the context of the whole degree.
- GE Code changes: GE Committee should discuss adding the requirement that outcome data review should be a part of any general education course designation “review” process or cycle.
- Form a GE Assessment Implementation Committee (Michael Torrens, John Louviere, Assoc. Vice Provost for General Education, +)
- GE Assessment Task Force should work on some narrative, mission statement language. Our focus is: What we are trying to achieve is to make all teaching in GE courses meaningful by continually connecting faculty to the GE program outcomes and the outcomes that are produced by excellent instruction. / Real goal is improving student learning by encouraging better courses. But along the way we can satisfy institutional accountability reporting requirements.